

Pearson BTEC Level 3 in Forestry and Arboriculture

Specification

Pearson BTEC Level 3 Certificate

Pearson BTEC Level 3 Subsidiary Diploma

Pearson BTEC Level 3 90-credit Diploma

Pearson BTEC Level 3 Diploma

Pearson BTEC Level 3 Extended Diploma

For first teaching September 2010

90-credit Diploma – first teaching September 2013

Issue 5

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 5. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: www.pearson.com

These qualifications were previously entitled:

Pearson BTEC Level 3 Certificate in Forestry and Arboriculture (QCF)

Pearson BTEC Level 3 Subsidiary Diploma in Forestry and Arboriculture (QCF)

Pearson BTEC Level 3 90-credit Diploma in Forestry and Arboriculture (QCF)

Pearson BTEC Level 3 Diploma in Forestry and Arboriculture (QCF)

Pearson BTEC Level 3 Extended Diploma in Forestry and Arboriculture (QCF)

The QNs remain the same.

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

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Pearson BTEC qualification titles covered by this specification

Pearson BTEC Level 3 Certificate in Forestry and Arboriculture

Pearson BTEC Level 3 Subsidiary Diploma in Forestry and Arboriculture

Pearson BTEC Level 3 90-credit Diploma in Forestry and Arboriculture

Pearson BTEC Level 3 Diploma in Forestry and Arboriculture

Pearson BTEC Level 3 Extended Diploma in Forestry and Arboriculture

These qualifications have been accredited to the national framework.

Your centre should use the Qualification Number (QN) when seeking funding for learners.

The Qualification Number (QN) for the qualifications in this publication are:

Pearson BTEC Level 3 Certificate in Forestry and Arboriculture	500/9450/6
Pearson BTEC Level 3 Subsidiary Diploma in Forestry and Arboriculture	500/9451/8
Pearson BTEC Level 3 90-credit Diploma in Forestry and Arboriculture	601/1099/5
Pearson BTEC Level 3 Diploma in Forestry and Arboriculture	500/9449/X
Pearson BTEC Level 3 Extended Diploma in Forestry and Arboriculture	500/9448/8

The appropriate qualification title, QN and unit reference number (URN) will appear on each learner's certificate. You should tell your learners this when your centre recruits them and registers them with us.

What are Pearson BTEC Level 3 qualifications?

The Pearson BTEC qualifications in this specification are undertaken in further education, by 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 Pearson BTEC qualifications in this specification are:

- Pearson BTEC Level 3 Certificate in Forestry and Arboriculture
- Pearson BTEC Level 3 Subsidiary Diploma in Forestry and Arboriculture
- Pearson BTEC Level 3 90-credit Diploma in Forestry and Arboriculture
- Pearson BTEC Level 3 Diploma in Forestry and Arboriculture
- Pearson BTEC Level 3 Extended Diploma in Forestry and Arboriculture.

They maintain the same equivalences, benchmarks and other articulations (for example SCAAT points, UCAS Tariff points) as their predecessor qualifications. The table below identifies the titling conventions and variations between the predecessor and new qualifications:

Predecessor BTEC Nationals (accredited 2007)	Pearson BTEC Level 3 qualifications (for delivery from September 2010)
Not applicable	Pearson BTEC Level 3 Certificate
Edexcel Level 3 BTEC National Award	Pearson BTEC Level 3 Subsidiary Diploma
Not applicable	Pearson BTEC Level 3 90-credit Diploma
Edexcel Level 3 BTEC National Certificate	Pearson BTEC Level 3 Diploma
Edexcel Level 3 BTEC National Diploma	Pearson BTEC Level 3 Extended Diploma

The Pearson BTEC qualifications in this specification 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. These qualifications accredit the achievement for courses and programmes of study for full-time or part-time learners in schools, colleges and other training provider organisations. The qualifications provide career development opportunities for those already in work, and progression opportunities to higher education, degree and professional development programmes within the same or related areas of study, within universities and other institutions.

The Pearson BTEC qualifications in this specification 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 Pearson BTEC qualifications 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 Pearson BTEC level 3 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)
- 90-credit Diploma – 900 TQT (90 credits, 540 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 Pearson BTEC Level 3 Certificate offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector. The Pearson BTEC Level 3 Certificate is a qualification which can extend a learner's programme of study and give vocational emphasis. The Pearson BTEC Level 3 Certificate is broadly equivalent to one GCE AS Level.

The Pearson 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 Pearson BTEC Level 3 Subsidiary Diploma extends the specialist work-related focus of the Pearson BTEC Level 3 Certificate qualification and covers the key knowledge and practical skills required in the appropriate vocational sector. The Pearson 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 Pearson 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 (eg through another Pearson BTEC qualification) or a complementary NVQ. These learning programmes can be developed to allow learners to study related and complementary qualifications without duplicating of content.

For adult learners, the Pearson 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 90-credit Diploma – 90 credits

This qualification broadens and expands the specialist work-related focus of the Pearson BTEC Level 3 Subsidiary Diploma and encompasses the essential skills, knowledge and understanding needed to gain confidence and progression.

There is potential for the qualification to prepare learners for progression within education or into employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to study in detail or work in a particular area of work. It is broadly equivalent to 1.5 GCE A Levels and provides a programme of study manageable in a year so that learners can bank and then build on their achievement. In this way it encourages progression for those learners who wish to undertake a one-year course of study because of individual circumstances.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a larger or different level 3 programme. Other learners may want to extend the specialism they studied on the Pearson BTEC Level 3 Certificate or the Pearson BTEC Level 3 Subsidiary Diploma programme. Learners may also be able to use the Pearson BTEC Level 3 90-credit Diploma to gain partial achievement and have the requisite skills, knowledge and understanding needed in the sector.

For adult learners the Pearson BTEC Level 3 90-credit Diploma can extend their experience of working in a particular sector. It could 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 Pearson BTEC Level 3 Diploma broadens and expands the specialist work-related focus of the Pearson BTEC Level 3 Subsidiary Diploma and the Pearson BTEC Level 3 90-credit Diploma qualifications. 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 4 programme. Other learners may want to extend the specialism they studied on the Pearson BTEC Level 3 Certificate, Pearson BTEC Level 3 Subsidiary Diploma or the Pearson BTEC Level 3 90-credit Diploma programme.

Pearson BTEC Level 3 Extended Diploma – 180 credits

The 180-credit Pearson BTEC Level 3 Extended Diploma extends and deepens the specialist work-related focus of the Pearson BTEC Level 3 90-credit Diploma and the Pearson BTEC Level 3 Diploma qualifications. 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 Pearson BTEC Level 3 Diploma or another programme of study.

Key features of these Pearson BTEC qualifications in Forestry and Arboriculture

The Pearson BTEC qualifications in this specification have been developed in the Forestry and Arboriculture sector to:

- provide education and training for Forestry and Arboriculture employees
- give Forestry and Arboriculture employees opportunities to achieve a nationally recognised level 3 vocationally-specific qualification
- give full-time learners the opportunity to enter employment in the Forestry and Arboriculture sector or to progress to vocational qualifications such as the Pearson BTEC Higher Nationals in Forestry and Arboriculture
- 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 these Pearson BTEC qualifications in Forestry and Arboriculture

The Pearson BTEC level 3 qualifications in Forestry and Arboriculture provide much of the underpinning knowledge for the National Occupational Standards in Forestry and Arboriculture and consequently act as a robust introduction to both sectors. They prepare learners for employment in the sectors or for higher education.

They are also mapped to the NHS Knowledge and Skills Framework, which was developed as part of the Agenda for Change process for updating the way NHS staff roles are defined and developed.

Learners will benefit from gaining a number of mandatory units as well as a wide range of optional and specialist optional units according to the route embarked on. They will also benefit from gaining work experience in the sectors. These opportunities will aid career choices and potentially attract learners into the sectors.

These qualifications lend themselves to creative delivery, using learners' work experience as a focal point and enabling learning to be as active, practical and work-related as possible. Alongside this, it provides robust opportunities for learners to gain knowledge and understanding of a wide range of subject areas relating to Forestry and Arboriculture. The variety of endorsed titles enable learners to focus on a sector of particular interest or relevance to them, whilst the unendorsed pathway enables those learners who are unsure of potential career pathways to gain a more general Forestry and Arboriculture qualification. The units that are common to all endorsed titles provide opportunities for flexible delivery within centres.

The Pearson BTEC level 3 qualifications in Forestry and Arboriculture encourage a holistic approach with strong links identified between the delivery and assessment of appropriate units. A key feature is also the opportunity throughout the duration of the programme for learners to produce a personal and professional development portfolio, which links many aspects of their programme, as well as experiences outside the programme.

National Occupational Standards

These Pearson BTEC qualifications 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. NOS form the basis of National Vocational Qualifications (NVQs). The qualifications in this specification do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

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

The Pearson BTEC Level 3 qualifications in Forestry and Arboriculture relate to the following NOS.

- Level 3 Forestry and Arboriculture
- Level 3 Forestry and Arboriculture.

See *Annexe E* for details of NOS mapping against units.

Rules of combination for Pearson BTEC Level 3 qualifications in this specification

The rules of combination specify the:

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

When combining units for a Pearson BTEC qualification, it is the centre's responsibility to ensure that they adhere to the following rules of combination.

Pearson BTEC Level 3 Certificate in Forestry and Arboriculture

- 1 Qualification credit value: a minimum of 30 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 23.
- 3 This qualification is not designed to include credit from other level 3 BTEC units.

Pearson BTEC Level 3 Subsidiary Diploma in Forestry and Arboriculture

- 1 Qualification credit value: a minimum of 60.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 45.
- 3 A maximum of 10 optional credits can come from other level 3 BTEC units to meet local needs.

Pearson BTEC Level 3 90-credit Diploma in Forestry and Arboriculture

- 1 Qualification credit value: a minimum of 90 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 80 credits.
- 3 A maximum of 10 optional credits can come from other level 3 Pearson BTEC units to meet local needs.

Pearson BTEC Level 3 Diploma in Forestry and Arboriculture

- 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: 30 credits.
- 4 Optional unit credit: 90 credits.
- 5 A maximum of 10 optional credits can come from other level 3 BTEC units to meet local needs.

Pearson BTEC Level 3 Extended Diploma in Forestry and Arboriculture

- 1 Qualification credit value: a minimum of 180.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 135.
- 3 Mandatory unit credit: 60 credits.
- 4 Optional unit credit: 120 credits.
- 5 A maximum of 30 optional credits can come from other level 3 BTEC units to meet local needs.

Pearson BTEC Level 3 Certificate in Forestry and Arboriculture

The Pearson BTEC Level 3 Certificate in Forestry and Arboriculture consists of optional units that together provide a combined total of 180 guided (learning) hours (GLH) and has 30 credits for the completed qualification.

The units for the Pearson BTEC qualifications in this specification are available on our website (www.pearson.com).

Pearson BTEC Level 3 Certificate in Forestry and Arboriculture			
Unit	Optional units	Credit	Level
5	Understand and Carry Out Identification, Planting and Care of Trees	10	3
6	Understand and Carry Out Tree Planting, Aftercare and Protection	10	3
8	Understand the Principles of Tree Felling and Chainsaw Use	10	3
9	Understand the Principles and Identify the Signs of Pests and Diseases of Trees	10	3
12	Understand and Carry Out Forest and Woodland Skills	10	3
13	Measure Trees and Carry Out Woodland Sampling	10	3
14	Understanding Woodland Management	10	3
20	Undertake Tree Surveys and Inspections and Analyse the Data	10	3
23	Undertake Arboricultural Skills	10	3
30	Undertake Tree and Shrub Pruning and Maintenance	10	3

Pearson BTEC Level 3 Subsidiary Diploma in Forestry and Arboriculture

The Pearson BTEC Level 3 Subsidiary Diploma in Forestry and Arboriculture consists of optional units that together provide a combined total of 360 guided (learning) hours (GLH) and has 60 credits for the completed qualification.

The units for the Pearson BTEC qualifications in this specification are available on our website (www.pearson.com).

Pearson BTEC Level 3 Subsidiary Diploma in Forestry and Arboriculture			
Unit	Optional units	Credit	Level
1	Understand the Principles of Plant Science	5	3
2	Understand the Principles of Soil Science	5	3
3	Undertake an Investigative Project in the Land-based Sector	10	3
4	Undertake and Review Work-related Experience in the Land-based Industries	10	3
5	Understand and Carry Out Identification, Planting and Care of Trees	10	3
6	Understand and Carry Out Tree Planting, Aftercare and Protection	10	3
7	Undertaking Land-based Machinery Operations	10	3
8	Understand the Principles of Tree Felling and Chainsaw Use	10	3
9	Understand the Principles and Identify the Signs of Pests and Diseases of Trees	10	3
10	Business Management in the Land-based Sector	10	3
11	Understanding Principles of Land-based Machinery	10	3
12	Understand and Carry Out Forest and Woodland Skills	10	3
13	Measure Trees and Carry Out Woodland Sampling	10	3
14	Understanding Woodland Management	10	3
15	Undertaking Woodland Habitat Management	10	3
16	Understanding Principles of Forest Recreation	10	3
17	Understand and Plan Urban and Community Forestry and Arboriculture Projects	10	3
18	Operate, Maintain and Understand the Principles of Specialist Forestry and Arboriculture and Arboricultural Machinery	10	3
19	Understand the Principles of Tree Science	10	3
20	Undertake Tree Surveys and Inspections and Analyse the Data	10	3
21	Maintain and Understand Equipment Used for Timber Conversion and Utilisation	10	3
22	Understand the Principles of Silviculture	5	3
23	Undertake Arboricultural Skills	10	3
24	Undertake Advanced Arboricultural Practices	10	3
25	Undertake Contract Management in the Land-based Industries	10	3
26	Manage Heritage Gardens and Arboreta	10	3
30	Undertake Tree and Shrub Pruning and Maintenance	10	3

Pearson BTEC Level 3 90-credit Diploma in Forestry and Arboriculture

The Pearson BTEC Level 3 90-credit Diploma in Forestry and Arboriculture consists of optional units that together provide a combined total of 540 guided (learning) hours (GLH) and has 90 credits for the completed qualification.

The units for the Pearson BTEC qualifications in this specification are available on our website (www.pearson.com).

Pearson BTEC Level 3 90-credit Diploma in Forestry and Arboriculture			
Unit	Optional units	Credit	Level
1	Understand the Principles of Plant Science	5	3
2	Understand the Principles of Soil Science	5	3
3	Undertake an Investigative Project in the Land-based Sector	10	3
5	Understand and Carry Out Identification, Planting and Care of Trees	10	3
6	Understand and Carry Out Tree Planting, Aftercare and Protection	10	3
7	Undertaking Land-based Machinery Operations	10	3
8	Understand the Principles of Tree Felling and Chainsaw Use	10	3
9	Understand the Principles and Identify the Signs of Pests and Diseases of Trees	10	3
10	Business Management in the Land-based Sector	10	3
11	Understanding Principles of Land-based Machinery	10	3
12	Understand and Carry Out Forest and Woodland Skills	10	3
13	Measure Trees and Carry Out Woodland Sampling	10	3
14	Understanding Woodland Management	10	3
15	Undertaking Woodland Habitat Management	10	3
16	Understanding Principles of Forest Recreation	10	3
17	Understand and Plan Urban and Community Forestry and Arboriculture Projects	10	3
18	Operate, Maintain and Understand the Principles of Specialist Forestry and Arboriculture and Arboricultural Machinery	10	3
19	Understand the Principles of Tree Science	10	3
20	Undertake Tree Surveys and Inspections and Analyse the Data	10	3
23	Undertake Arboricultural Skills	10	3
25	Undertake Contract Management in the Land-based Industries	10	3
26	Manage Heritage Gardens and Arboreta	10	3
27	Undertake Computer Aided Design in Horticulture, Treework and Blacksmithing	10	3
28	Undertake Retail Merchandising for the Land-based Sector	10	3
29	Undertake Estate Skills	10	3
30	Undertake Tree and Shrub Pruning and Maintenance	10	3

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

Pearson BTEC Level 3 Diploma in Forestry and Arboriculture

The Pearson BTEC Level 3 Diploma in Forestry and Arboriculture is 150 credits and has 720 guided (learning) hours. It consists of four mandatory units and optional units that provide for a combined total of 150 credits. A minimum of 10 credits must come from Group A and remaining credits from Groups A or B.

Centres should note that there is no compensation for the mandatory units. These units must be successfully achieved.

The units for the Pearson BTEC qualifications in this specification are available on our website (www.pearson.com).

Pearson BTEC Level 3 Diploma in Forestry and Arboriculture			
Unit	Mandatory units	Credit	Level
1	Understand the Principles of Plant Science	5	3
2	Understand the Principles of Soil Science	5	3
3	Undertake an Investigative Project in the Land-based Sector	10	3
4	Undertake and Review Work-Related Experience in the Land-based Industries	10	3
Optional units			
Group A			
5	Understand and Carry Out Identification, Planting and Care of Trees	10	3
6	Understand and Carry Out Tree Planting, Aftercare and Protection	10	3
Group B			
7	Undertaking Land-based Machinery Operations	10	3
8	Understand the Principles of Tree Felling and Chainsaw Use	10	3
9	Understand the Principles and Identify the Signs of Pests and Diseases of Trees	10	3
10	Business Management in the Land-based Sector	10	3
11	Understanding Principles of Land-based Machinery	10	3
12	Understand and Carry Out Forest and Woodland Skills	10	3
13	Measure Trees and Carry Out Woodland Sampling	10	3
14	Understanding Woodland Management	10	3
15	Undertaking Woodland Habitat Management	10	3
16	Understanding Principles of Forest Recreation	10	3
17	Understand and Plan Urban and Community Forestry and Arboriculture Projects	10	3
18	Operate, Maintain and Understand the Principles of Specialist Forestry and Arboriculture and Arboricultural Machinery	10	3
19	Understand the Principles of Tree Science	10	3
20	Undertake Tree Surveys and Inspections and Analyse the Data	10	3
21	Maintain and Understand Equipment Used for Timber Conversion and Utilisation	10	3
22	Understand the Principles of Silviculture	5	3
23	Undertake Arboricultural Skills	10	3
24	Undertake Advanced Arboricultural Practices	10	3
25	Undertake Contract Management in the Land-based Industries	10	3
26	Manage Heritage Gardens and Arboreta	10	3
27	Undertake Computer Aided Design in Horticulture, Treework and Blacksmithing	10	3

Pearson BTEC Level 3 Diploma in Forestry and Arboriculture			
Unit	Group B <i>(continued)</i>	Credit	Level
28	Undertake Retail Merchandising for the Land-based Sector	10	3
29	Undertake Estate Skills	10	3
30	Undertake Tree and Shrub Pruning and Maintenance	10	3
31	Understand the Principles of Sustainable Development	10	3

Pearson BTEC Level 3 Extended Diploma in Forestry and Arboriculture

The Pearson BTEC Level 3 Extended Diploma in Forestry and Arboriculture consists of **seven** mandatory units **plus** optional units that provide for a combined total of 1080 guided (learning) hours (GLH) and has 180 credits for the completed qualification.

Centres should note that there is no compensation for the mandatory units. These units must be successfully achieved.

The units for the Pearson BTEC qualifications in this specification are available on our website (www.pearson.com).

Pearson BTEC Level 3 Extended Diploma in Forestry and Arboriculture			
Unit	Mandatory units	Credit	Level
1	Understand the Principles of Plant Science	5	3
2	Understand the Principles of Soil Science	5	3
3	Undertake an Investigative Project in the Land-based Sector	10	3
4	Undertake and Review Work-Related Experience in the Land-based Industries	10	3
5	Understand and Carry Out Identification, Planting and Care of Trees	10	3
6	Understand and Carry Out Tree Planting, Aftercare and Protection	10	3
7	Undertaking Land-based Machinery Operations	10	3
Optional units			
8	Understand the Principles of Tree Felling and Chainsaw Use	10	3
9	Understand the Principles and Identify the Signs of Pests and Diseases of Trees	10	3
10	Business Management in the Land-based Sector	10	3
11	Understanding Principles of Land-based Machinery	10	3
12	Understand and Carry Out Forest and Woodland Skills	10	3
13	Measure Trees and Carry Out Woodland Sampling	10	3
14	Understanding Woodland Management	10	3
15	Undertaking Woodland Habitat Management	10	3
16	Understanding Principles of Forest Recreation	10	3
17	Understand and Plan Urban and Community Forestry and Arboriculture Projects	10	3
18	Operate, Maintain and Understand the Principles of Specialist Forestry and Arboriculture and Arboricultural Machinery	10	3
19	Understand the Principles of Tree Science	10	3
20	Undertake Tree Surveys and Inspections and Analyse the Data	10	3
21	Maintain and Understand Equipment Used for Timber Conversion and Utilisation	10	3
22	Understand the Principles of Silviculture	5	3
23	Undertake Arboricultural Skills	10	3
24	Undertake Advanced Arboricultural Practices	10	3
25	Undertake Contract Management in the Land-based Industries	10	3
26	Manage Heritage Gardens and Arboreta	10	3
27	Undertake Computer Aided Design in Horticulture, Treework and Blacksmithing	10	3
28	Undertake Retail Merchandising for the Land-based Sector	10	3
29	Undertake Estate Skills	10	3
30	Undertake Tree and Shrub Pruning and Maintenance	10	3
31	Understand the Principles of Sustainable Development	10	3

Assessment and grading

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

All assessment for the Pearson BTEC qualifications in this specification 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 Pearson BTEC grading domains:

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

Please refer to *Annexe 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 qualifications in this specification*).

Qualification grades above pass grade

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

Pearson BTEC Level 3 Certificate

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

Pearson BTEC Level 3 Subsidiary Diploma

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

Pearson BTEC Level 3 90-credit Diploma

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

Pearson BTEC Level 3 Diploma

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

Pearson BTEC Level 3 Extended Diploma

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

Please refer to *Annexe 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 for them to gain the qualification. This is done throughout the learning outcomes, and assessment and grading criteria in each unit. Further guidance on delivery and assessment is given in the *Essential guidance for tutors* section in each unit. This section is designed to provide guidance related to the unit to support tutors, deliverers and assessors and to provide coherence of understanding and consistency of delivery and assessment.

Approval

Centres that have not previously offered Pearson 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 Pearson 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 Pearson 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 Pearson 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 Pearson BTEC 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 Pearson BTEC programmes.

Pearson's Quality Assurance Handbook

Centres should refer to the *UK BTEC Quality Assurance Handbook*, 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 Pearson BTEC programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

Programme design and delivery

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

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

Mode of delivery

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

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be 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

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

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

Delivery approach

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

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

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

Meeting local needs

Centres should note that the qualifications set out in this specification have been developed in consultation with centres 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 Pearson 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.

For information about limitations on variations from standard specifications, see *Rules of combination for Pearson BTEC Level 3 qualifications in this specification*.

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. The ASL may include Pearson BTEC qualifications which are also available to learners not following a Diploma course of study.

Qualifications that are valid against different lines of principal learning can be identified on the Register of Regulated Qualifications.

Functional skills

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

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

Personal, learning and thinking skills

Opportunities are available to develop personal, learning and thinking skills (PLTS) within 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 arise 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 Pearson 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 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 Pearson BTEC level 2 qualification in Forestry and Arboriculture 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 Pearson BTEC qualifications are for learners aged 16 years and over.

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

Access arrangements for learners with disabilities and specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications should be awarded in a way that is fair to every learner.

We are committed to ensuring that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be fairly compared to the achievement of their peers.

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

Recognition of Prior Learning

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

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home or 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 QCF 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 within the QCF 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 Pearson BTEC 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 met all the learning outcomes of the unit.

Guided learning hours

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

Aim and purpose

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

Unit introduction

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

Learning outcomes

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

Unit content

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

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

Content structure and terminology

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

- Learning outcome: this is given in bold at the beginning of each section of content.
- Italicised sub-heading: 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 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 Pearson BTEC units, other Pearson 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 list of resource materials for learners that benchmark the level of study.

Further information

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

Useful publications

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

Telephone: 0845 172 0205

Email: publication.orders@pearson.com

Related information and publications include:

- Functional Skills publications – specifications, tutor support materials and question papers
- the current Pearson 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 our website and in the our 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

Please contact:

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 Pearson 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 (www.pearson.com/training). 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.



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 Certificates in Animal Management, Environmental Conservation, Horse Management, Horticulture		
3	Pearson Level 3 Diploma in Environmental and Land-based Studies	Pearson BTEC Level 3 Certificates, Subsidiary Diplomas, 90-credit Diploma, Diploma and Extended Diplomas in Agriculture, Animal Management, Blacksmithing and Metalworking, Countryside Management, Fish and Management, Floristry, Forestry and Arboriculture and Arboriculture, Horse Management, Horticulture, Land-based Technology		Diploma in Work-based Environmental Conservation
2	Pearson Level 2 Diploma in Environmental and Land-based Studies	Pearson BTEC Level 3 Certificates, Subsidiary Diplomas, Diploma and Extended Diplomas in Blacksmithing and Metalworking, Fish Management, Floristry, Pearson BTEC Level 3 Certificates, Subsidiary Diplomas, 90-credit Diplomas, Diploma and Extended Diplomas in Agriculture, Animal Management, Countryside Management, Forestry and Arboriculture, Horse Management, Horticulture, Land-based Technology		Diploma in Work-based Environmental Conservation
1	Pearson 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: Pearson 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</i> or <i>know</i>)</p>	<ul style="list-style-type: none"> Shows depth of knowledge and development of understanding in familiar and unfamiliar situations (for example explain why, makes judgements based on analysis). Applies and/or selects concepts showing comprehension of often complex theories. Applies knowledge in often familiar and unfamiliar contexts. Applies knowledge to non-routine contexts (eg assessor selection). Makes reasoned analytical judgements. Shows relationships between pass criteria. 	<ul style="list-style-type: none"> Synthesises knowledge and understanding across pass and merit criteria. Evaluates complex concepts/ideas/actions and makes reasoned and confident judgements. Uses analysis, research and evaluation to make recommendations and influence proposals. Analyses implications of application of knowledge/understanding. Accesses and evaluates knowledge and understanding to advance complex activities/contextes. Shows relationships with pass and merit criteria. Responds positively to evaluation.
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"> Deploys appropriate advanced techniques/processes/skills. Applies technical skill to advance non-routine activities. Advances practical activities within resource constraints. Produces varied solutions (including non-routine). Modifies techniques/processes to situations. Shows relationship between pass criteria. 	<ul style="list-style-type: none"> Demonstrates creativity/originality/own ideas. Applies skill(s) to achieve higher order outcome. Selects and uses successfully from a range of advanced techniques/processes/skills. Reflects on skill acquisition and application. Justifies application of skills/methods. Makes judgements about risks and limitations of techniques/processes. Innovates or generates new techniques/processes for new situations. Shows relationship with pass and merit criteria.

Grading domain 3	Indicative characteristics – merit	Indicative characteristics – distinction
<p>Personal development for occupational roles</p> <p>(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. • Reacts positively to changing work-related contexts • Operates ethically in work-related environments. • Takes decisions related to work contexts. • Applies divergent and lateral thinking in work-related contexts. • Understands interdependence.
Grading domain 4	Indicative characteristics – merit	Indicative characteristics – distinction
<p>Application of generic skills</p> <p>(Any learning outcome stem)</p>	<ul style="list-style-type: none"> • Communicates effectively using appropriate behavioural and language registers. • Communicates with clarity and influence. • Makes judgements in contexts with explanations. • Explains how to contribute within a team. • Demonstrates positive contribution to team(s). • Makes adjustments to meet the needs/ expectations of others (negotiation skills). • Selects and justifies solutions for specified problems. 	<ul style="list-style-type: none"> • Presents self and communicates information to meet the needs of a variety of audience. • Identifies strategies for communication. • Shows innovative approaches to dealing with individuals and groups. • Takes decisions in contexts with justifications. • Produces outputs subject to time/ resource constraints. • Reflects on own contribution to working within a team. • Generates new or alternative solutions to specified problems. • Explores entrepreneurial attributes.

Annexe C

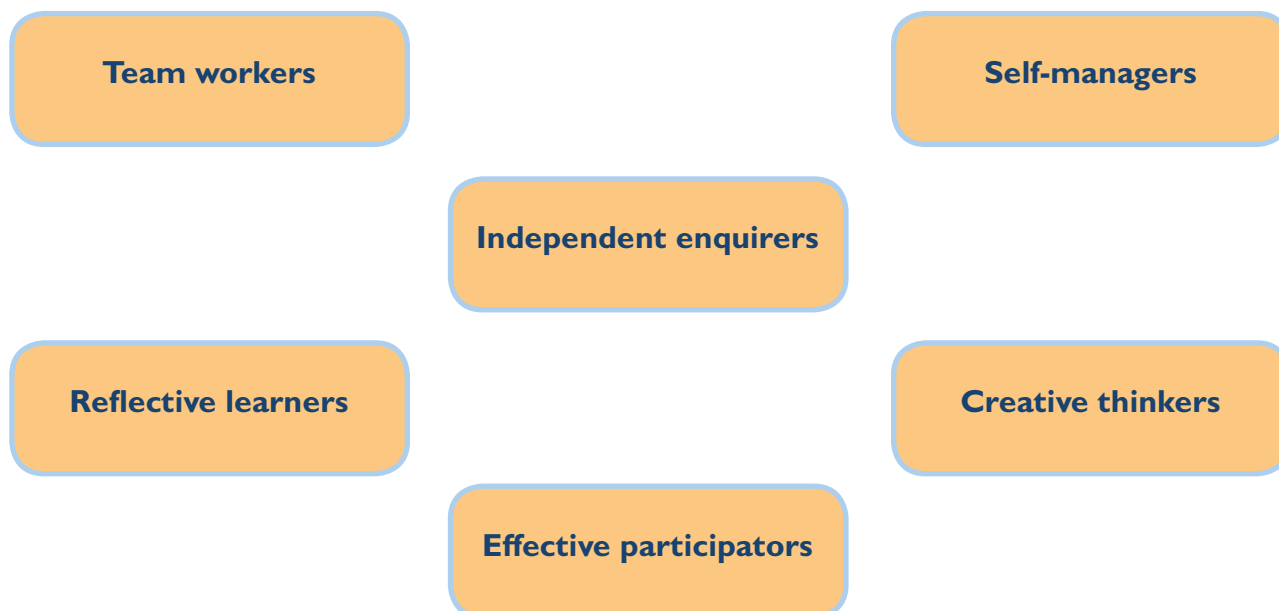
Personal, learning and thinking skills

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

Source – QCDA

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.

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
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

This table shows where units support the development of personal, learning and thinking skills.

Key

- ✓ indicates opportunities for development
- a blank space indicates no opportunities for development

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

Personal, learning and thinking skills	Unit						
	25	26	27	28	29	30	31
Independent enquirers	✓	✓					✓
Creative thinkers		✓					
Reflective learners	✓	✓					
Team workers	✓	✓					
Self-managers		✓					
Effective participators		✓					

Annexe D

Wider curriculum mapping

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

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

Spiritual, moral, ethical, social and cultural issues

These qualifications contribute to an understanding of:

- **spiritual issues** – for example how moral and ethical issues are intrinsically involved in the care and appreciation of trees as part of the natural world
- **social and cultural issues** – for example issues around tree welfare and uses.

Citizenship issues

Learners undertaking the BTEC qualifications in this specification will have the opportunity to develop their understanding of citizenship issues, for example public and private involvement in the use of trees.

Environmental issues

Learners undertaking the BTEC qualifications in this specification will have the opportunity to develop their understanding of environmental issues throughout the units.

European developments

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

Health and safety considerations

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

Equal opportunities issues

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

Wider curriculum mapping

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

Spiritual issues	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31
Moral and ethical issues															✓
Social and cultural issues	✓									✓					✓
Environmental issues	✓									✓					✓
European developments	✓									✓					✓
Health and safety considerations															
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, 90-credit Diploma, Diploma and Extended Diploma in Forestry and Arboriculture against the underpinning knowledge of the Level 3 National Occupational Standards in Forestry and Arboriculture.

KEY

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

indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

NVQs	Units																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Level 3 NVQ in Treework																					
TW2												#									
TW5												#									
TW6					#							#									
TW7					#																
TW8					#							#									
TW9													#								
TW10								#										#			
TW13																		#			
TW14																		#			
TW15																		#			
TW16																		#			

Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
TW17																		#		
TW19																		#		
TW23																		#		
TW29																		#		
TW32																				#
TW42																	#			
CU22												#								
CU80									#										#	
CU92																	#			
CU99																	#			
CU142																	#			

Units	21	22	23	24	25	26	27	28	29	30	31
Level 3 NVQ in Treework											
TW3		#									
TW4		#									
TW5		#									
TW6		#									
TW7		#									
TW8		#									
TW26				#							
TW31				#							
TW21		#									
TW32				#							
TW35		#									

Annexe F

Unit mapping overview

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

BTEC Level 3 National in Forestry and Arboriculture new (specification start date 1st September 2010) – unit mapping overview

	New units																		
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 1	P	P																	
Unit 2				F															
Unit 3								F											
Unit 4																			
Unit 5										F									
Unit 6											F								
Unit 7							F												
Unit 8																			
Unit 9																			
Unit 10																			
Unit 11												F							
Unit 12													F						
Unit 13														F					
																			F

New units / 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 14															F			
Unit 15																F		
Unit 16																	F	
Unit 17																		P
Unit 18																		P
Unit 19																		
Unit 20																		
Unit 24																		

New units / Old units	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 30
Unit 19	F							
Unit 20		F						
Unit 21			F					
Unit 22				F				
Unit 23								F
Unit 25					P	P		
Unit 26							F	

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 Forestry and Arboriculture (specification end date 31/08/2010)/new versions of the BTEC qualifications in Forestry and Arboriculture (specification start date 01/09/2010) – the BTEC Level 3 Certificate in Forestry and Arboriculture, BTEC Level 3 Subsidiary Diploma in Forestry and Arboriculture, BTEC Level 3 90-credit Diploma in Forestry and Arboriculture, BTEC Level 3 Diploma in Forestry and Arboriculture and the BTEC Level 3 Extended Diploma in Forestry and Arboriculture.

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 1	Understand the Principles of Plant Science			Soil science removed from the unit. Focus on plant science.
Unit 2	Understand the Principles of Soil Science	Unit 1	Principles of Plant and Soil Science	Plant science removed from the unit. Focus 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>
Unit 3	Undertake an Investigative Project in the Land-based Sector	Unit 8	Investigative Project in Forestry and Arboriculture	N/A
Unit 4	Undertake and Review Work Experience in the Land-based Industries	Unit 7	Work Related Experience in the Forestry and Arboricultural Sectors	Focus on undertaking and documenting work experience in Land-based industries.
Unit 5	Understand and Carry Out Identification, Planting and Care of Trees	Unit 24	Arboriculture-Tree Identification, Planting and Care	Planting trees and shrubs split into two learning outcomes. Unit now contains 5 learning outcomes. <i>Legislation covering planting trees and shrubs.</i>
Unit 6	Understand and Carry Out Tree Planting, Aftercare and Protection	Unit 2	Tree Establishment and Protection	Be able to plant and establish amenity trees and be able to plant and establish forestry trees combined into 1 learning outcome. Reducing the number of learning outcomes of the unit to 3.
Unit 7	Undertaking Land-based Machinery Operations	Unit 6	Land-based Machinery Operations	N/A
Unit 8	Understand the Principles of Tree Felling and Chainsaw Use	Unit 4	Tree Felling and Chainsaw Use	N/A

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 9	Understand the Principles and Identify the Signs of Pests and Diseases of Trees	Unit 3	Tree Pests and Diseases	<i>Identification of abiotic pathogens.</i>
Unit 10	Business Management in the Land-based Sector	Unit 5	Business Management for Land-based Industries	<i>Understand the business marketplace.</i>
Unit 11	Understanding Principles of Land-based Machinery	Unit 10	Principles of Land-based Machinery	N/A
Unit 12	Understand and Carry Out Forest and Woodland Skills	Unit 11	Forest and Woodland Skills	Unit now consists of 5 learning outcomes. <i>Understand forest and woodland skills.</i>
Unit 13	Measure Trees and Carry Out Woodland Sampling	Unit 12	Measuring Trees and Woodlands	Be able to map a woodland site removed from unit.
Unit 14	Understanding Woodland Management	Unit 13	Forest and Woodland Management	N/A
Unit 15	Undertaking Woodland Habitat Management	Unit 14	Woodland Habitat Management	<i>Surveying the structures and features within a woodland ecosystem.</i>
Unit 16	Understanding Principles of Forest Recreation	Unit 15	Forest Recreation	<i>Be able to plan forest recreational activities.</i> <i>Problems and constraints of recreation activities.</i>
Unit 17	Understand and Plan Urban and Community Forestry Projects	Unit 16	Urban and Community Forestry	N/A
Unit 18	Operate, Maintain and Understand the Principles of Specialist Forestry and Arboricultural Machinery	Unit 17	Advanced Forest Machinery Operations	Two units have been combined into one new unit. Unit is made up of 3 learning outcomes.
		Unit 18	Specialist Forestry and Arboricultural Machinery	<i>Understand the importance of specialised machinery for forestry or arboriculture.</i> <i>Be able to maintain specialised forestry or arboricultural machinery.</i> <i>Be able to operate specialised forestry or arboricultural machinery.</i>
Unit 19	Understand the Principles of Tree Science	Unit 19	Tree Biology	<i>Be able to operate specialised forestry or arboricultural machinery.</i> <i>Tree biomechanics and structural assessment.</i>
Unit 20	Undertake Tree Surveys and Inspections and Analyse the Data	Unit 20	Tree Surveys and Reports	The 4 learning outcomes have been combined together to create 3 learning outcomes.

New units		Old units		Mapping/comments (new topics in <i>italics</i>)
Number	Name	Number	Name	
Unit 21	Maintain and Understand Equipment Used for Timber Conversion and Utilisation	Unit 21	Timber Conversion and Utilisation	Understand the basic principles and practice of sawmilling removed from unit. <i>Understand conversion and processing equipment.</i>
Unit 22	Understand the Principles of Silviculture	Unit 22	Silvicultural Techniques and Practices	<i>Understand common harvesting systems.</i>
Unit 23	Undertake Arboricultural Skills	Unit 25	Arboriculture- Tree Climbing, Pruning and Dismantling	Focus on undertaking and understanding arboricultural skills (aerial). <i>Be able to use a chainsaw in a tree to carry out branch removal.</i> <i>Be able to prune and dismantle small to medium trees.</i> <i>Know the requirements for using a chainsaw for aerial work in trees.</i> <i>Understand the legal and safety implications.</i> <i>Be able to support tree climbing operations.</i>
Unit 24	Undertake Advanced Arboricultural Practices	—		Unit focuses on more advanced methods of arboricultural practises. <i>Be able to carry out aerial inspections of trees.</i> <i>Be able to carry out pruning operations within tree canopies.</i> <i>Be able to dismantle trees.</i>
Unit 25	Undertake Contract Management in the Land-based Industries	Unit 26	Land-based Contract Management	Focus of unit on planning and cost estimation of projects. Unit takes a more in-depth look at contract management. <i>Understand UK planning and legislative regulations and the effects of European law relating to a specific land-based industry.</i> <i>Be able to develop contracts and plan projects.</i> <i>Understand the function of preliminaries and specifications.</i> <i>Be able to estimate and cost land-based projects.</i> <i>Understand the estimation and costing of land-based projects.</i>

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 26	Manage Heritage Gardens and Arboreta	—	N/A	N/A
Unit 27	Undertake Computer Aided Design in Horticulture, Treework and Blacksmithing	—	N/A	N/A
Unit 28	Undertake Retail Merchandising for the Land-based Sector	—	N/A	N/A
Unit 29	Undertake Estate Skills	—	N/A	N/A
Unit 30	Undertake Tree and Shrub Pruning and Maintenance	Unit 23	Tree and Shrub Pruning and Maintenance	Unit has been reduced from 4 learning outcomes to 3. Understand UK law relating to trees has been combined with the use of pruning as a means of maintaining woody plants to create a new topic; <i>Understand pruning as a means of maintaining trees and shrubs.</i>
Unit 31	Understand the Principles of Sustainable Development	—	N/A	N/A

Annexe G

Examples of calculation of qualification grade above pass grade

Pearson will automatically calculate the qualification grade for learners when unit grades are submitted. The generic examples below demonstrate how the qualification grade above pass is calculated.

Points available for 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 below will achieve the qualification merit, distinction or distinction* grades (or combinations of these grades appropriate to the qualification).

Qualification grade

Pearson BTEC Level 3 Certificate

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

Pearson BTEC Level 3 Subsidiary Diploma

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

Pearson BTEC Level 3 90-credit Diploma

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

Pearson BTEC Level 3 Diploma

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

Pearson BTEC Level 3 Extended Diploma

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

Example 1

Achievement of pass qualification grade

A learner completing a 30-credit 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	$10 \times 8 = 80$
Qualification grade totals		30	Pass		220

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	$10 \times 8 = 80$
Qualification grade totals			Merit		230

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	$10 \times 9 = 90$
Qualification grade totals		60	Distinction		500

Example 4

Achievement of distinction distinction grade

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

	Level	Credit	Grade	Grade points	Points per unit = credit 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	$10 \times 7 = 70$
Qualification grade totals		90	Distinction Distinction		750

Example 5

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	$20 \times 8 = 160$
Qualification grade totals		120	Distinction Merit		980

Example 6

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	$10 \times 9 = 90$
Qualification grade totals		180	Merit Merit Merit		1410


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