

Pearson BTEC Level 3 in Land-based Technology

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 3

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 3. 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 Land-based Technology (QCF)

Pearson BTEC Level 3 Subsidiary Diploma in Land-based Technology (QCF)

Pearson BTEC Level 3 90-credit Diploma in Land-based Technology (QCF)

Pearson BTEC Level 3 Diploma in Land-based Technology (QCF)

Pearson BTEC Level 3 Extended Diploma in Land-based Technology (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 Land-based Technology

Pearson BTEC Level 3 Subsidiary Diploma in Land-based Technology

Pearson BTEC Level 3 90-credit Diploma in Land-based Technology

Pearson BTEC Level 3 Diploma in Land-based Technology

Pearson BTEC Level 3 Extended Diploma in Land-based Technology

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 Land-based Technology	501/0300/3
Pearson BTEC Level 3 Subsidiary Diploma in Land-based Technology	501/0314/3
Pearson BTEC Level 3 90-credit Diploma in Land-based Technology	601/0565/3
Pearson BTEC Level 3 Diploma in Land-based Technology	501/0299/0
Pearson BTEC Level 3 Extended Diploma in Land-based Technology	501/0236/9

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 Land-based Technology
- Pearson BTEC Level 3 Subsidiary Diploma in Land-based Technology
- Pearson BTEC Level 3 90-credit Diploma in Land-based Technology
- Pearson BTEC Level 3 Diploma in Land-based Technology
- Pearson BTEC Level 3 Extended Diploma in Land-based Technology.

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 Land-based Technology

The Pearson BTEC qualifications in this specification have been developed in the Land-based Technology sector to:

- provide education and training for those seeking entry into employment or who are employed in a variety of types of work, for example in land-based technology, dealership management and associated industries
- provide opportunities for learners to gain nationally recognised Level 3 vocationally-related qualifications to enter employment or progress to further education or training, such as Foundation Degrees in engineering or a similar related subject area
- provide the underpinning knowledge, understanding and skills required at this level in land-based service engineering industries
- provide information on the role of the service engineering manager and the opportunities available within the industry locally and nationally
- provide opportunities for learners to focus on the development of personal, learning and thinking skills (PLTS) and Functional Skills
- provide opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

Rationale for these Pearson BTEC qualifications in Land-based Technology

The Pearson BTEC level 3 qualifications in Land-based Technology have been developed to provide entry and progression into and within the land-based service engineering industries that fall within the environmental and land-based sector. Lantra, the Sector Skills Council for the environmental and land-based industries, has identified knowledge, understanding and technical skills that employers will need from learners entering the sector in the coming years. Pearson have included these in the development of the units that make up these qualifications.

These qualifications are part of a wide suite of environmental and land-based qualifications that Pearson offers and they are designed primarily for 14 to 19 year old learners seeking employment and/or further learning in the sector. They are also available to other learners who may already have experience within the sector but seek a nationally recognised qualification as part of their career development. The qualifications are aimed at those interested in land-based engineering and vehicle servicing. The qualifications are made up of discrete 5 and 10 credit units of learning that give learners explicit recognition of their learning in education and work. Pearson BTEC level 3 qualifications are free to be delivered and assessed in a range of traditional and contemporary models such as full time, part time and e-learning and tutors are free to create innovative and creative assessments that fit local requirements whilst maintaining a national standard.

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 Land-based Technology relates to the following NOS.

- Level 3 NOS in Land-based Engineering Operations.

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 Land-based Technology

- 1 Qualification credit value: a minimum of 30 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 23.

Pearson BTEC Level 3 Subsidiary Diploma in Land-based Technology

- 1 Qualification credit value: a minimum of 60 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 45.
- 3 Mandatory unit credit: 25.
- 4 Optional unit credit: 35
- 5 A maximum of 10 optional credits can come from other level 3 Pearson BTEC units in this qualification suite.

Pearson BTEC Level 3 90-credit Diploma in Land-based Technology

- 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 Mandatory unit credit: 25 credits.
- 4 Optional unit credit: 75 credits.
- 5 A maximum of 10 optional credits can come from other level 3 Pearson BTEC units in this qualification suite.



Pearson BTEC Level 3 Diploma in Land-based Technology

- 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: 35.
- 4 Optional unit credit: 85.
- 5 A maximum of 20 optional credits can come from other level 3 Pearson BTEC units in this qualification suite.

Pearson BTEC Level 3 Extended Diploma in Land-based Technology

- 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: 75.
- 4 Optional unit credit: 105.
- 5 A maximum of 25 optional credits can come from other level 3 Pearson BTEC units in this qualification suite.

Pearson BTEC Level 3 Certificate in Land-based Technology

The Pearson BTEC Level 3 Certificate in Land-based Technology consists of optional units that provide for a combined total of 180 guided learning hours or 30 credits for the completed qualification (where at least 23 credits must be at Level 3 or above).

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

Pearson BTEC Level 3 Certificate in Land-based Technology			
Unit	Optional units	Credit	Level
1	Understanding Health, Safety and Welfare in the Land-based Engineering Workplace	10	3
2	Understanding and Working with Land-based Vehicle Engine Technology	10	3
4	Land-based Engineering Operations – Service and Repair Engines and Components	10	3
5	Service and Repair Hydraulic Systems and Components on Land-based equipment	5	3
6	Inspect and Test Land-based Machinery and Equipment	10	3
7	Understanding Land-based Vehicle Chassis Systems	10	3
8	Undertaking Land-based Workshop Practice	10	3
9	Understanding and Servicing Mechanical Power Transmission Systems	10	3
10	Maintain Electronic Control and Monitoring Systems on Land-based Equipment	10	3
12	Service and Repair Suspension Systems on Land-based Equipment	5	3
13	Service and Repair Pneumatic Systems and Components for Land-based Equipment	5	3
14	Service and Repair Powershift, Hydrostatic and CVT Transmissions on Land-based Equipment	10	3
15	Monitor the Handover and Installation of Land-based Equipment	5	3
19	Mathematics for Engineering Technicians	10	3
21	Operate and Service Land-based Vehicle Transmission Systems	10	3
22	Undertaking Land-based Machinery Operations	10	3
23	Understand and Work with Land-based Repair Processes and Materials Technology	10	3
24	Understanding and Servicing Land-based Harvesting Machinery (Cutting and Lifting)	10	3
25	Understanding and Servicing Land-based Harvesting Machinery (Processing)	10	3
26	Working with Land-based Construction Plant Materials Handling Equipment	10	3
27	Working with Land-based Construction Plant Ground Engaging and Consolidation Equipment	10	3
28	Working with Land-based Diesel Fuel Injection Systems	10	3
29	Undertaking Land-based Technology Engineering Drawing	10	3
30	Understanding and Servicing Land-based Machines (Cultivation and Planting Equipment)	10	3
31	Working with Land-based Machinery (Application Equipment)	10	3
32	Working with Land-based Tool Hire Machinery and Mechanisms	10	3
33	Understanding and Working with Groundcare Equipment	10	3
34	Undertaking 4WD Vehicle Maintenance, Operation and Recovery	10	3



Unit	Optional units <i>(continued)</i>	Credit	Level
35	Familiarisation and Management of Land-based Vehicles	10	3
36	Understanding Computer Application and Control in Land-based Technology	10	3
37	Understanding Land-based Machinery Management	10	3

Pearson BTEC Level 3 Subsidiary Diploma in Land-based Technology

The Pearson BTEC Level 3 Subsidiary Diploma in Land-based Technology consists of **three** mandatory units providing a total of 150 guided learning hours (25 credits) **plus** optional units that provide for a combined total of 360 guided learning hours or 60 credits for the completed qualification (where at least 45 credits must be at Level 3 or above).

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 Subsidiary Diploma in Land-based Technology			
Unit	Mandatory units	Credit	Level
1	Understanding Health, Safety and Welfare in the Land-based Engineering Workplace	10	3
4	Land-based Engineering Operations – Service and Repair Engines and Components	10	3
5	Service and Repair Hydraulic Systems and Components on Land-based Equipment	5	3
Optional units			
2	Understanding and Working with Land-based Vehicle Engine Technology	10	3
3	Undertake and Review Work Related Experience in the Land-based Industries	10	3
6	Inspect and Test Land-based Machinery and Equipment	10	3
7	Understanding Land-based Vehicle Chassis Systems	10	3
8	Undertaking Land-based Workshop Practice	10	3
9	Understanding and Servicing Mechanical Power Transmission Systems	10	3
10	Maintain Electronic Control and Monitoring Systems on Land-based Equipment	10	3
12	Service and Repair Suspension Systems on Land-based Equipment	5	3
13	Service and Repair Pneumatic Systems and Components for Land-based Equipment	5	3
14	Service and Repair Powershift, Hydrostatic and CVT Transmissions on Land-based Equipment	10	3
15	Monitor the Handover and Installation of Land-based Equipment	5	3
19	Mathematics for Engineering Technicians	10	3
21	Operate and Service Land-based Vehicle Transmission Systems	10	3
22	Undertaking Land-based Machinery Operations	10	3
23	Understand and Work with Land-based Repair Processes and Materials Technology	10	3
24	Understanding and Servicing Land-based Harvesting Machinery (Cutting and Lifting)	10	3
25	Understanding and Servicing Land-based Harvesting Machinery (Processing)	10	3
26	Working with Land-based Construction Plant Materials Handling Equipment	10	3
27	Working with Land-based Construction Plant Ground Engaging and Consolidation Equipment	10	3
28	Working with Land-based Diesel Fuel Injection Systems	10	3
29	Undertaking Land-based Technology Engineering Drawing	10	3

Unit	Optional units <i>(continued)</i>	Credit	Level
30	Understanding and Servicing Land-based Machines (Cultivation and Planting Equipment)	10	3
31	Working with Land-based Machinery (Application Equipment)	10	3
32	Working with Land-based Tool Hire Machinery and Mechanisms	10	3
33	Understanding and Working with Groundcare Equipment	10	3
34	Undertaking 4WD Vehicle Maintenance, Operation and Recovery	10	3
35	Familiarisation and Management of Land-based Vehicles	10	3
36	Understanding Computer Application and Control in Land-based Technology	10	3
37	Understanding Land-based Machinery Management	10	3

Pearson BTEC Level 3 90-credit Diploma in Land-based Technology

The Pearson BTEC Level 3 90-credit Diploma in Land-based Technology consists of **three** mandatory units (providing 150 guided learning hours or 25 credits) **plus** optional units that provide for a combined total of 540 guided learning hours or 90 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 90-credit Diploma in Land-based Technology			
Unit	Mandatory units	Credit	Level
1	Understand Health, Safety and Welfare in the Landbased Engineering Workplace	10	3
4	Land-based Engineering Operations – Service and Repair Engines and Components (R)	10	3
5	Service and Repair Hydraulic Systems and Components on Land-based Equipment	5	3
Optional units			
2	Understanding and Working with Land-based Vehicle Engine Technology	10	3
7	Understanding Land-based Vehicles Chassis Systems	10	3
8	Undertaking Land-based Workshop Practice	10	3
9	Understanding and Servicing Mechanical Power Transmission Systems	10	3
11	Land-based Engineering Operations – Perform Thermal Joining Processes	10	3
12	Service and Repair Suspension Systems on Landbased Equipment	5	3
13	Service and Repair Pneumatic Systems and Components for Land-based equipment	5	3
14	Service and Repair Powershift, Hydrostatic and CVT Transmissions on Land-based Equipment	10	3
16	Business Management in the Land-based Sector	10	3
17	Undertake an Investigative Project in the Landbased Sector	10	3
18	Participate in Business Planning and Improvement in the Land-based Sector	10	3
19	Mathematics for Engineering Technicians	10	3
20	Applications of Science in Land-based Engineering	10	3
21	Operate and Service Land-based Vehicle Transmission	10	3
22	Undertaking Land-based Machinery Operations	10	3
23	Understand and Work with Land-based Repair Processes and Materials Technology	10	3
24	Understanding and Servicing Land-based Harvesting Machinery (Cutting and Lifting)	10	3
25	Understanding and Servicing Land-based Harvesting Machinery (Processing)	10	3
26	Working with Land-based Construction Plant Materials Handling Equipment	10	3
28	Working with Land-based Diesel Fuel Injection Systems	10	3
29	Undertaking Land-based Technology Engineering Drawing	10	3
31	Working with Land-Based Machinery (Application Equipment)	10	3
32	Working with Land-based Tool Hire Machinery and Mechanisms	10	3
33	Understanding and Working with Groundcare Equipments	10	3
34	Undertaking 4WD Vehicles Maintenance, Operation and Recovery	10	3

Pearson BTEC Level 3 90-credit Diploma in Land-based Technology			
Unit	Optional units <i>(continued)</i>	Credit	Level
38	Undertake Retail Merchandising for the Land-based Sector	10	3
39	Undertaking Specialised Land-based Workshop Practices	10	3
40	Refrigerant Handling	2	3
43	Service and Repair Electrical Systems on Land-based Equipment	10	2
44	Land-based Engineering Operations – Use Calculations	5	2
45	Land-based Engineering Operations – Perform Thermal Joining and Cutting Processes	10	2

Please note that some units that are available in the Subsidiary Diploma (60) and the Diploma (120) 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 Land-based Technology

The Pearson BTEC Level 3 Diploma in Land-based Technology consists of **four** mandatory units (providing 210 guided learning hours or 35 credits) **plus** optional units that provide for a combined total of 720 guided learning hours or 120 credits for the completed qualification (where at least 90 credits must be at Level 3 or above).

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 Land-based Technology			
Unit	Mandatory units	Credit	Level
1	Understanding Health, Safety and Welfare in the Land-based Engineering Workplace	10	3
4	Land-based Engineering Operations – Service and Repair Engines and Components	10	3
5	Service and Repair Hydraulic Systems and Components on Land-based Equipment	5	3
7	Understanding Land-based Vehicle Chassis Systems	10	3
Optional units			
2	Understanding and Working with Land-based Vehicle Engine Technology	10	3
3	Undertake and Review Work Related Experience in the Land-based industries	10	3
6	Inspect and Test Land-based Machinery and Equipment	10	3
8	Undertaking Land-based Workshop Practice	10	3
9	Understanding and Servicing Mechanical Power Transmission Systems	10	3
10	Maintain Electronic Control and Monitoring Systems on Land-based Equipment	10	3
12	Service and Repair Suspension Systems on Land-based Equipment	5	3
13	Service and Repair Pneumatic Systems and Components for Land-based Equipment	5	3
14	Service and Repair Powershift, Hydrostatic and CVT Transmissions on Land-based Equipment	10	3
15	Monitor the Handover and Installation of Land-based Equipment	5	3
16	Business Management in the Land-based Sector	10	3
17	Undertake an Investigative Project in the Land-based Sector	10	3
18	Participate in Business Planning and Improvement in the Land-based Sector	10	3
19	Mathematics for Engineering Technicians	10	3
20	Applications of Science in Land-based Engineering	5	3
21	Operate and Service Land-based Vehicle Transmission Systems	10	3
22	Undertaking Land-based Machinery Operations	10	3
23	Understand and Work with Land-based Repair Processes and Materials Technology	10	3
24	Understanding and Servicing Land-based Harvesting Machinery (Cutting and Lifting)	10	3
25	Understanding and Servicing Land-based Harvesting Machinery (Processing)	10	3
26	Working with Land-based Construction Plant Materials Handling Equipment	10	3

Pearson BTEC Level 3 Diploma in Land-based Technology			
Unit	Optional units <i>(continued)</i>	Credit	Level
27	Working with Land-based Construction Plant Ground Engaging and Consolidation Equipment	10	3
28	Working with Land-based Diesel Fuel Injection Systems	10	3
29	Undertaking Land-based Technology Engineering Drawing	10	3
30	Understanding and Servicing Land-based Machines (Cultivation and Planting Equipment)	10	3
31	Working with Land-based Machinery (Application Equipment)	10	3
32	Working with Land-based Tool Hire Machinery and Mechanisms	10	3
33	Understanding and Working with Groundcare Equipment	10	3
34	Undertaking 4WD Vehicle Maintenance, Operation and Recovery	10	3
35	Familiarisation and Management of Land-based Vehicles	10	3
36	Understanding Computer Application and Control in Land-based Technology	10	3
37	Understanding Land-based Machinery Management	10	3
38	Undertake Retail Merchandising for the Land-based Sector	10	3
39	Undertaking Specialised Land-based Workshop Practices	10	3
40	Refrigerant Handling	2	3
41	Service and Repair of Land-based Air Conditioning, Climate Control and Refrigeration Plant and Equipment	3	3
42	Provide Customer Care within Land-based Engineering Operations	5	2
43	Service and Repair Electrical Systems on Land-based Equipment	10	2

Pearson BTEC Level 3 Extended Diploma in Land-based Technology

The Pearson BTEC Level 3 Extended Diploma in Land-based Technology consists of **eight** mandatory units (providing 450 guided learning hours or 75 credits) **plus** optional units that provide for a combined total of 1080 guided learning hours or 180 credits for the completed qualification (where at least 135 credits must be at Level 3 or above).

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 Land-based Technology			
Unit	Mandatory units	Credit	Level
1	Understanding Health, Safety and Welfare in the Land-based Engineering Workplace	10	3
2	Understanding and Working with Land-based Vehicle Engine Technology	10	3
3	Undertake and Review Work Related Experience in the Land-based Industries	10	3
4	Land-based Engineering Operations – Service and Repair Engines and Components	10	3
5	Service and Repair Hydraulic Systems and Components on Land-based Equipment	5	3
6	Inspect and Test Land-based Machinery and Equipment	10	3
7	Understanding Land-based Vehicle Chassis Systems	10	3
8	Undertaking Land-based Workshop Practice	10	3
Optional units			
9	Understanding and Servicing Mechanical Power Transmission Systems	10	3
10	Maintain Electronic Control and Monitoring Systems on Land-based Equipment	10	3
11	Land-based Engineering Operations – Perform Thermal Joining Processes	10	3
12	Service and Repair Suspension Systems on Land-based Equipment	5	3
13	Service and Repair Pneumatic Systems and Components for Land-based equipment	5	3
14	Service and Repair Powershift, Hydrostatic and CVT Transmissions on Land-based Equipment	10	3
15	Monitor the Handover and Installation of Land-based Equipment	5	3
16	Business Management in the Land-based Sector	10	3
17	Undertake an Investigative Project in the Land-based Sector	10	3
18	Participate in Business Planning and Improvement in the Land-based Sector	10	3
19	Mathematics for Engineering Technicians	10	3
20	Applications of Science in Land-based Engineering	5	3
21	Operate and Service Land-based Vehicle Transmission Systems	10	3
22	Undertaking Land-based Machinery Operations	10	3
23	Understand and Work with Land-based Repair Processes and Materials Technology	10	3
24	Understanding and Servicing Land-based Harvesting Machinery (Cutting and Lifting)	10	3
25	Understanding and Servicing Land-based Harvesting Machinery (Processing)	10	3

Pearson BTEC Level 3 Extended Diploma in Land-based Technology			
Unit	Optional units <i>(continued)</i>	Credit	Level
26	Working with Land-based Construction Plant Materials Handling Equipment	10	3
27	Working with Land-based Construction Plant Ground Engaging and Consolidation Equipment	10	3
28	Working with Land-based Diesel Fuel Injection Systems	10	3
29	Undertaking Land-based Technology Engineering Drawing	10	3
30	Understanding and Servicing Land-based Machines (Cultivation and Planting Equipment)	10	3
31	Working with Land-based Machinery (Application Equipment)	10	3
32	Working with Land-based Tool Hire Machinery and Mechanisms	10	3
33	Understanding and Working with Groundcare Equipment	10	3
34	Undertaking 4WD Vehicle Maintenance, Operation and Recovery	10	3
35	Familiarisation and Management of Land-based Vehicles	10	3
36	Understanding Computer Application and Control in Land-based Technology	10	3
37	Understanding Land-based Machinery Management	10	3
38	Undertake Retail Merchandising for the Land-based Sector	10	3
39	Undertaking Specialised Land-based Workshop Practices	10	3
40	Refrigerant Handling	2	3
41	Service and Repair of Land-based Air Conditioning, Climate Control and Refrigeration Plant and Equipment	3	3
42	Provide Customer Care within Land-based Engineering Operations	5	2
43	Service and Repair Electrical Systems on Land-based Equipment	10	2
44	Land-based Engineering Operations – Use Calculations	5	2
45	Land-based Engineering Operations – Perform Thermal Joining and Cutting Processes	10	2

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 1* 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 Land-based Technology 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 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 on 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 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 Land-based Technology sector

Progression opportunities within the framework.

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

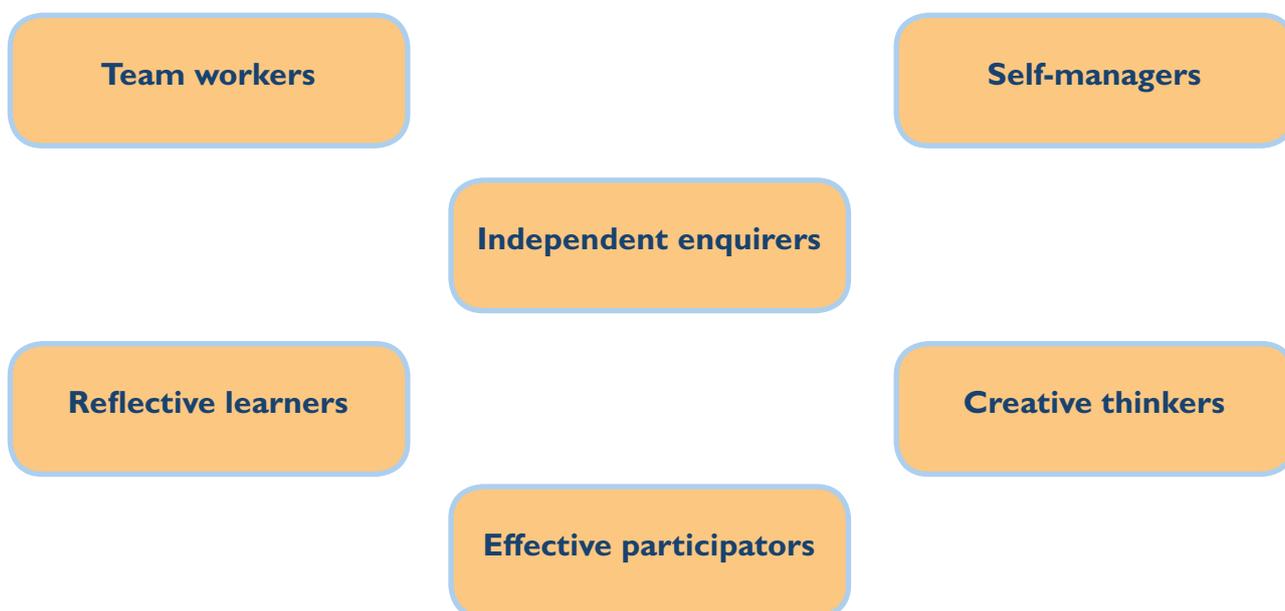
Personal, learning and thinking skills

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
Independent enquirers	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Creative thinkers	✓	✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Reflective learners		✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓				✓	✓	✓		✓
Team workers	✓	✓			✓		✓	✓	✓	✓					✓				✓	✓	✓	✓	✓
Self-managers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Effective participators		✓			✓		✓	✓	✓	✓		✓			✓				✓	✓	✓	✓	✓

Personal, learning and thinking skills	Unit																								
	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45			
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 caring for individuals and development through the life stages
- social and cultural issues – for example coping with change, dealing with challenging behaviour.

Citizenship issues

Learners undertaking the BTEC qualifications in this specification will have the opportunity to develop their understanding of citizenship issues, for example supporting adults.

Environmental issues

Learners undertaking the BTEC qualifications in this specification will have the opportunity to develop their understanding of environmental issues, for example public health issues.

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.

Spiritual issues	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42	Unit 43	Unit 44	Unit 45
Moral and ethical issues								✓							
Social and cultural issues								✓							
Citizenship issues															
Environmental issues															
European developments	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health and safety considerations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Equal opportunities issues															



Annexe E

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Certificate, Subsidiary Diploma, 90-credit Diploma, Diploma and Extended Diploma in Land-based Technology against the underpinning knowledge of the Level 3 National Occupational Standards in Land-based Technology

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 2 and Level 3 NVQ in Land based Engineering Operations																					
LEO1	#																				
LEO9											#										
LEO11		#		#																	
LEO21												#									
LEO23										#											
LEO24					#																
LEO26													#	#							
LEO29															#						
LEO30					#																
CU28.1,2								#													

NVQs	Units																	
	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Level 2 and Level 3 NVQ in Land based Engineering Operations																		
LEO4	#																	
LEO5										#								
LEO6		#		#														
LEO8												#						
LEO										#								

NVQs	Units						
	39	40	41	42	43	44	45
Level 2 and Level 3 NVQ in Land based Engineering Operations							
LEO3				#			
LEO7						#	
LEO9							#
LEO22					#		
LEO27		#					
LEO28			#				

Annexe F

Unit mapping overview

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

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

New units \ Old units	New units														
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15
Unit 1		F		P		P									
Unit 2				P		P			P						
Unit 3							F					P			
Unit 4					P								P		
Unit 5				P		P									
Unit 6			F												
Unit 7				P		P									
Unit 8				P		P									
Unit 9															
Unit 10				P		P									
Unit 11				P		P									
Unit 12				P		P									
Unit 13				P		P									
Unit 21	F														
Unit 33								F							

New units Old units	New units														
	Unit 16	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 2						P									
Unit 8							F								
Unit 9	F														
Unit 10								F							
Unit 11									F						
Unit 12										F					
Unit 13											F				
Unit 14												F			
Unit 15													F		
Unit 17														F	
Unit 18		F													
Unit 19															F
Unit 29				P	P										

New units Old units	New units														
	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42	Unit 43	Unit 44	Unit 45
Unit 20	F														
Unit 22		F													
Unit 24			F												
Unit 25				F											
Unit 26					F										
Unit 28						F									
Unit 30							F								
Unit 32								F							
Unit 34									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

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

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 1	Understanding Health, Safety and Welfare in the Land-based Engineering Workplace	Unit 21	Health, Safety and Welfare in Land-based Technology	N/A
Unit 2	Understanding and Working with Land-based Vehicle Engine Technology	Unit 1	Land-based Vehicle Engine Technology	N/A
Unit 3	Undertake and Review Work-Related Experience in the land-based Industries	Unit 6	Work Related Experience in Land-based Technology	Focus on undertaking and documenting work experience in land based industries. Purpose and structure of a business or organisation removed from unit.
Unit 4	Land-based Engineering Operations – Service and Repair Engines and Components	—	Various units	Unit combines a number of old units to create a unit dedicated to servicing and repairing engines and components of all types. <i>Be able to perform service and repair procedures on engines and their components.</i> <i>Be able to identify engine faults.</i> <i>Understand how to analyse and interpret findings from engine inspections and rectify.</i> <i>Understand how take engine measurements.</i>
Unit 5	Service and Repair Hydraulic Systems and Components on Land-based Equipment	Unit 4	Principles of Hydraulics and Pneumatics in Land-based Technology	Unit focuses on servicing and repairing hydraulic systems. Unit's content has been combined into just two learning outcomes from the previous four.

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 6	Inspect and Test Land-based Machinery and Equipment	—	Various units	Unit combines a number of old units to create a unit dedicated to inspecting and testing land-based machinery and equipment of all types. <i>Be able to inspect and test land-based machinery and equipment.</i> <i>Be able to analyse and interpret findings.</i> <i>Understand how to inspect and test land-based machinery and equipment.</i> <i>Understand how to formulate and recommend actions.</i>
Unit 7	Understanding Land-based Vehicle Chassis Systems	Unit 3	Land-based Vehicle Chassis Systems	Learning outcomes one, two and three now include a section on maintenance. Chassis system removed from unit
Unit 8	Undertaking Land-based Workshop Practice	Unit 33	Land-based Workshop Practices	N/A
Unit 9	Understanding and Servicing Mechanical Power Transmission Systems	Unit 2	Mechanical Power Transmission	N/A
Unit 10	Maintain Electronic Control and Monitoring Systems on Land-based Equipment	—	New unit	N/A
Unit 11	Land-based Engineering Operations – Perform Thermal Joining Processes	—	New unit	N/A
Unit 12	Service and Repair Suspension Systems on Land-based Equipment	Unit 3	Land-based Vehicle Chassis Systems	Chassis and steering systems removed from unit. Focus of unit on suspension systems. <i>Be able to perform service and repair operations on suspension systems and their components.</i> <i>Understand the construction, function and operation of suspension systems.</i>
Unit 13	Service and Repair Pneumatic Systems and Components for Land-based equipment	Unit 4	Principles of Hydraulics and Pneumatics in Land-based Technology	Hydraulic systems removed from unit. Focus of unit on Pneumatic systems.

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 14	Service and Repair Powershift, Hydrostatic and CVT Transmissions on Land-based Equipment	—	New unit	N/A
Unit 15	Monitor the Handover and Installation of Land-based Equipment	—	New unit	N/A
Unit 16	Business Management in the Land-based Sector	Unit 9	Business Management for Land-based Industries	Know the breadth and importance of an industry in the environmental and land-based sector. Understand the business marketplace.
Unit 17	Undertake an Investigative Project in the Land-based Industries	Unit 18	Investigative Project for Land-based Technology	N/A
Unit 18	Participate in Business Planning and Improvement in the Land-based Sector	—	New unit	N/A
Unit 19	Mathematics for Engineering Technicians	Unit 29	Applications of Vehicle Science and Mathematics	Vehicle science removed from unit. Focus of unit on Mathematics.
Unit 20	Applications of Science in Land-based Engineering	Unit 29	Applications of Vehicle Science and Mathematics	Vehicle mathematics removed from unit. Focus of unit on Vehicle Science.
Unit 21	Operate and Service Land-based Vehicle Transmission Systems	Unit 2	Mechanical Power Transmission	Be able test and repair land-based transmission systems.
Unit 22	Undertaking Land-based Machinery Operations	Unit 8	Land-based Machinery Operations	N/A
Unit 23	Understand and Work with Land-based Repair Processes and Materials Technology	Unit 10	Repair Processes and Materials Technology in Land-based Technology	N/A
Unit 24	Understanding and Servicing Land-based Harvesting Machinery (Cutting and Lifting)	Unit 11	Land-based Harvesting Machinery (Cutting and Lifting)	N/A
Unit 25	Understanding and Servicing Land-based Harvesting Machinery (Processing)	Unit 12	Land-based Harvesting Machinery (Processing)	N/A

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 26	Working with Land-based Construction Plant Materials Handling Equipment	Unit 13	Land-based Construction Plant Materials Handling Equipment	N/A
Unit 27	Working with Land-based Construction Plant Ground Engaging and Consolidation Equipment	Unit 14	Land-based Construction Plant Ground Engaging and Consolidation Equipment	Understand the principles of operation of ground engaging and consolidation machinery.
Unit 28	Working with Land-based Diesel Fuel Injection Systems	Unit 15	Diesel Fuel Injection Systems in Land-based Technology	N/A
Unit 29	Undertaking Land-based Technology Engineering Drawing	Unit 17	Land-based Technology Engineering Drawing	N/A
Unit 30	Understanding and Servicing Land-based Machines (Cultivation and Planting Equipment)	Unit 19	Land-based Machinery (Cultivation and Planting Machinery)	Understand how machines produce different seedbeds to cater for different crops and planting techniques. Be able to carry out inspection procedures on land-based cultivation and planting machines.
Unit 31	Working with Land-based Machinery (Application Equipment)	Unit 20	Land-based Machinery (Application Equipment)	Be able to prepare and operate land-based application equipment has been split into two learning outcomes. Be able to carry out repair and overhaul tasks associated with land-based application equipment and Be able to carry out servicing and maintenance tasks associated with land-based application equipment have been combined into one learning outcome.
Unit 32	Working with Land-based Tool Hire Machinery and Mechanisms	Unit 22	Land-based Tool Hire Machinery and Mechanisms	Unit now covers five learning outcomes with the new topic below added. <i>Be able to perform the handover of land-based machinery and equipment</i>
Unit 33	Understanding and Working with Groundcare Equipment	Unit 24	Groundcare Machinery	N/A
Unit 34	Undertaking 4WD Vehicle Maintenance, Operation and Recovery	Unit 25	4WD Vehicle (Maintenance, Operation and Recovery)	N/A

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 35	Familiarisation and Management of Land-based Vehicles	Unit 26	Land-based Vehicle Familiarisation and Management	N/A
Unit 36	Understanding Computer Application and Control in Land-based Technology	Unit 28	Computer Application and Control in Land-based Technology	N/A
Unit 37	Understanding Land-based Machinery Management	Unit 30	Land-based Machinery Management	Understand measures for determining the efficiency of machinery operation.
Unit 38	Undertake Retail Merchandising for the Land-based Sector	Unit 32	Land-based Industries Customer Care and Retail Service	Student is required to record evidence of their customer service using a variety of methods when completing learning outcome one.
Unit 39	Undertaking Specialised Land-based Workshop Practices	Unit 34	Specialised Land-based Workshop	N/A
Unit 40	Refrigerant Handling	—	New unit	N/A
Unit 41	Service and Repair of Land-based Air Conditioning, Climate Control and Refrigeration Plant and Equipment	—	New unit	N/A
Unit 42	Provide Customer Care within Land-based Engineering Operations	—	New unit	N/A
Unit 43	Service and Repair Electrical Systems on Land-based Equipment	—	New unit	N/A
Unit 44	Land-based Engineering Operations – Use Calculations	—	New unit	N/A
Unit 45	Land-based Engineering Operations – Perform Thermal Joining and Cutting Processes	—	New unit	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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