

Specification

BTEC Specialist qualifications

Edexcel BTEC Level 3 Diploma in Construction Occupations
(QCF)

For first teaching November 2011



Edexcel, a Pearson company, is the UK's largest awarding body offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning in the UK and internationally. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas. Edexcel and BTEC qualifications are administered by Pearson Education Ltd.

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BTEC Specialist qualification titles covered by this specification

Edexcel BTEC Level 3 Diploma in Construction Occupations - Bricklaying (QCF)

Edexcel BTEC Level 3 Diploma in Construction Occupations - Roofing (QCF)

Edexcel BTEC Level 3 Diploma in Construction Occupations - Site Carpentry (QCF)

Edexcel BTEC Level 3 Diploma in Construction Occupations - Bench Joinery (QCF)

Edexcel BTEC Level 3 Diploma in Construction Occupations - Plastering (QCF)

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

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

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

The QN for the qualification in this publication is:

Edexcel BTEC Level 3 Diploma in Construction Occupations 600/3582/1
(QCF)

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

This qualification is accredited by Ofqual as being part of the Apprenticeship Framework in Construction.

Welcome to BTEC Level 3 specialist qualifications

We are delighted to introduce our qualifications, available for teaching from September 2010. This qualification has been revised and conforms to the requirements of the new QCF (Qualifications and Credit Framework).

Focusing on the Edexcel BTEC Level 3 Diploma in Construction Occupations (QCF)

The Edexcel BTEC Level 3 Diploma in Construction Occupations (QCF) is designed to develop the skills and knowledge of learners in the construction industry. It has been developed for delivery in a training environment using simulated conditions. The qualification provides a progression route towards achieving a competence qualification (NVQ) and is a component of the Apprenticeship Framework.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — **in this case the SSC is ConstructionSkills.**

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Edexcel vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanation of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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What are BTEC Level 3 Specialist qualifications?

BTEC Specialist qualifications are qualifications at Entry level to level 3 in the Qualifications and Credit Framework (QCF) and are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications 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 Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Specialist qualifications are recognised as the knowledge components of Apprenticeships Frameworks. They attract achievement and attainment table points that equate to similar-sized general qualifications. On successful completion of a BTEC Specialist qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

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

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Edexcel BTEC Level 3 Award

The Edexcel BTEC Level 3 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Edexcel BTEC Level 3 Certificate

The Edexcel BTEC Level 3 Certificate extends the work-related focus from the Edexcel BTEC Level 3 Award (QCF) and covers some of the knowledge and practical skills required for a particular vocational sector.

The Edexcel BTEC Level 3 Certificate offers an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Edexcel BTEC Level 3 Certificate can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Edexcel BTEC Level 3 Diploma

The Edexcel BTEC Level 3 Diploma extends the work-related focus from the Edexcel BTEC Level 3 Certificate. There is potential for the qualification to prepare learners for employment in a particular vocational sector and it is suitable for those who have decided that they wish to enter a specific area of work.

Key features of the Edexcel BTEC Level 3 Diploma in Construction Occupations (QCF)

The Edexcel BTEC Level 3 Diploma in Construction Occupations (QCF) has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Level 3 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Edexcel BTEC Level 3 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC Level 3 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have rules of combination.

Rules of combination for the Edexcel BTEC Level 3 Diploma in Construction Occupations (QCF)

When combining units for an Edexcel BTEC Level 3 in Construction Occupations (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 3 Diploma in Construction Occupations - Bricklaying (QCF)

- 1 Qualification credit value: a minimum of 190 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 140 credits.
- 3 All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 3 Diploma in Construction Occupations - Roofing (QCF)

- 1 Qualification credit value: a minimum of 195 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 140 credits.
- 3 All credits must be achieved from the units listed in this specification

Edexcel BTEC Level 3 Diploma in Construction Occupations - Site Carpentry (QCF)

- 1 Qualification credit value: a minimum of 215 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 160 credits.
- 3 All credits must be achieved from the units listed in this specification

Edexcel BTEC Level 3 Diploma in Construction Occupations - Bench Joinery (QCF)

- 1 Qualification credit value: a minimum of 210 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 160 credits.
- 3 All credits must be achieved from the units listed in this specification

Edexcel BTEC Level 3 Diploma in Construction Occupations - Plastering (QCF)

- 1 Qualification credit value: a minimum of 205 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 155 credits.
- 3 All credits must be achieved from the units listed in this specification

Edexcel BTEC Level 3 Diploma in Construction Occupations - Bricklaying (QCF)

Learners must achieve 190 credits by completing all the mandatory core units and all the mandatory specialist units in the table below plus an additional 5 units from optional unit groups B and/or D on pages 11 and 12. This will require 1420 GLH.

Unit details for construction occupations can be found at:
<http://www.edexcel.com/quals/Specialist/Pages/default.aspx>

Unit code	Mandatory core units - complete all units	Credit	Level	GLH
L600/0029	Structure of the Construction Industry	5	2	30
J600/0062	Exploring Health, Safety and Welfare in Construction	5	2	30
L600/0063	Sustainability in the Construction Industry	5	2	30
D600/0066	Construction Processes and Operations for Low-rise Domestic Buildings	5	2	30
L600/0211	Health Safety and Welfare in Construction and the Built Environment	10	3	60
D600/0309	Building Technology in Construction	10	3	60
T600/0235	Project Management in Construction and the Built Environment	10	3	60
F600/0223	Measuring, Estimating and Tendering in Construction and the Built Environment	10	3	60
	Mandatory specialist units - complete all units			
T/503/4939	Trowel Skills for Setting Out Masonry Structures	10	2	100
K/503/4940	Building Masonry Structures	10	2	100
D/503/5759	Developing Advanced Skills in Decorative Masonry Operations	20	3	200
M/503/5765	Developing Advanced Skills in Structural Masonry Operations	20	3	200
R/503/5760	Developing Advanced Skills in Repairing and Maintaining Masonry.	10	3	100
J/600/0224	Surveying in Construction and Civil Engineering	10	3	60

Edexcel BTEC Level 3 Diploma in Construction Occupations - Roofing (QCF)

Learners must achieve 195 credits by completing all the mandatory core units and all the mandatory specialist units in the table below, plus an additional 5 units from optional unit groups C and/or D on pages 11 and 12. This will require 1410 GLH.

Unit details for construction occupations can be found at:
<http://www.edexcel.com/quals/Specialist/Pages/default.aspx>

Unit code	Mandatory core units - complete all units	Credit	Level	GLH
L600/0029	Structure of the Construction Industry	5	2	30
J600/0062	Exploring Health, Safety and Welfare in Construction	5	2	30
L600/0063	Sustainability in the Construction Industry	5	2	30
D600/0066	Construction Processes and Operations for Low-rise Domestic Buildings	5	2	30
L600/0211	Health Safety and Welfare in Construction and the Built Environment	10	3	60
D600/0309	Building Technology in Construction	10	3	60
T600/0235	Project Management in Construction and the Built Environment	10	3	60
F600/0223	Measuring, Estimating and Tendering in Construction and the Built Environment	10	3	60
	Mandatory specialist units - complete all units			
R/503/4947	Roof Tiling Operations	10	2	60
D/503/4949	Installing Roof Cladding	5	2	30
Y/503/4951	Waterproofing Roof Openings	10	2	60
H/503/5763	Developing Advanced Skills in Roof tiling Operations	20	3	200
Y/503/5761	Developing Advanced Skills in Roof Slating Operations	20	3	200
D/503/5762	Developing Advanced Skills in Tile Hanging Operations	15	3	150
T/503/5766	Developing Advanced Skills in Repairing Roof Tiles and Slates	5	3	50

Edexcel BTEC Level 3 Diploma in Construction Occupation - Site Carpentry (QCF)

Learners must achieve 215 credits by completing all the mandatory core units and all the mandatory specialist units in the table below, plus an additional 5 units from optional unit group D on pages 11 and 12. This will require 1590 GLH.

Unit details for construction occupations can be found at:
<http://www.edexcel.com/quals/Specialist/Pages/default.aspx>

Unit code	Mandatory core units - complete all units	Credit	Level	GLH
L600/0029	Structure of the Construction Industry	5	2	30
J600/0062	Exploring Health, Safety and Welfare in Construction	5	2	30
L600/0063	Sustainability in the Construction Industry	5	2	30
D600/0066	Construction Processes and Operations for Low-rise Domestic Buildings	5	2	30
L600/0211	Health Safety and Welfare in Construction and the Built Environment	10	3	60
D600/0309	Building Technology in Construction	10	3	60
T600/0235	Project Management in Construction and the Built Environment	10	3	60
F600/0223	Measuring, Estimating and Tendering in Construction and the Built Environment	10	3	60
	Mandatory specialist units - complete all units			
Y/503/4934	Installation of Structural Carcassing	5	2	30
D/503/4935	Maintenance Operations on Non-Structural Carpentry	5	2	30
H/503/4936	First and Second Fixings Carpentry Skills	15	2	150
A600/0222	Graphical Detailing in Construction and the Built Environment	10	3	60
A/503/5767	Developing Advanced Skills in Complex Structural Carcassing	20	3	200
F/503/5768	Developing Advanced Skills in Complex First and Second Fixing	20	3	200
J/503/5769	Developing Advanced Skills in Repairing Timber Components	15	3	150
A/503/5770	Develop Advanced Skills in Using Fixed and Transportable Machinery	5	3	50
J/600/0224	Surveying in Construction and Civil Engineering	10	3	60

Edexcel BTEC Level 3 Diploma in Construction Occupations - Bench Joinery (QCF)

Learners must achieve 210 credits by completing all the mandatory core units and all the mandatory specialist units in the table below, plus an additional 5 units from optional unit group D on pages 11 and 12. This will require 1580 GLH.

Unit details for construction occupations can be found at:
<http://www.edexcel.com/quals/Specialist/Pages/default.aspx>

Unit code	Mandatory core units - complete all units	Credit	Level	GLH
L600/0029	Structure of the Construction Industry	5	2	30
J600/0062	Exploring Health, Safety and Welfare in Construction	5	2	30
L600/0063	Sustainability in the Construction Industry	5	2	30
D600/0066	Construction Processes and Operations for Low-rise Domestic Buildings	5	2	30
L600/0211	Health Safety and Welfare in Construction and the Built Environment	10	3	60
D600/0309	Building Technology in Construction	10	3	60
T600/0235	Project Management in Construction and the Built Environment	10	3	60
F600/0223	Measuring, Estimating and Tendering in Construction and the Built Environment	10	3	60
	Mandatory specialist units - complete all units			
A600/0222	Graphical Detailing in Construction and the Built Environment	10	3	60
A/503/5767	Developing Advanced Skills in Complex Structural Carcassing	20	3	200
F/503/5768	Developing Advanced Skills in Complex First and Second fixing	20	3	200
J/503/5769	Developing Advanced Skills in Repairing Timber Components	15	3	150
A/503/5770	Develop Advanced Skills in using Fixed and Transportable Machinery	5	3	50
J/600/0224	Surveying in Construction and Civil Engineering	10	3	60
K/503/4937	Setting and Marking Out for Routine Bench Joinery Products	10	2	100
M/503/4938	Manufacture of Routine Bench Joinery Products	10	2	100

Edexcel BTEC Level 3 Diploma in Construction Occupations - Plastering (QCF)

Learners must achieve 205 credits by completing all the mandatory core units and all the mandatory specialist units in the table below, plus an additional 4 units from optional unit groups A and/or D on pages 11 and 12. This will require 1600 GLH.

Unit details for construction occupations can be found at:
<http://www.edexcel.com/quals/Specialist/Pages/default.aspx>

Unit code	Mandatory core units - complete all units	Credit	Level	GLH
L600/0029	Structure of the Construction Industry	5	2	30
J600/0062	Exploring Health, Safety and Welfare in Construction	5	2	30
L600/0063	Sustainability in the Construction Industry	5	2	30
D600/0066	Construction Processes and Operations for Low-rise Domestic Buildings	5	2	30
L600/0211	Health Safety and Welfare in Construction and the Built Environment	10	3	60
D600/0309	Building Technology in Construction	10	3	60
T600/0235	Project Management in Construction and the Built Environment	10	3	60
F600/0223	Measuring, Estimating and Tendering in Construction and the Built Environment	10	3	60
	Mandatory specialist units - complete all units			
J/503/4945	Plastering and Rendering Surfaces	10	2	100
L/503/4946	Laying Wall and Floor coverings	5	2	30
F/503/5771	Dry Lining and Plasterboard Product Installation for Interiors	5	2	60
A600/0222	Graphical Detailing in Construction and the Built Environment	10	3	60
J/503/5772	Developing Advanced Skills in Complex Internal Plaster Finishes	20	3	200
L/503/5773	Developing Advanced Skills in the Application of Plaster Materials to Complex External Surfaces	20	3	200
R/503/5774	Developing Advanced Skills in Floor Screeds and Coverings	10	3	100
Y/503/5775	Developing Advanced Skills in Laying Screeds and Granolithic Flooring	5	3	50
D/503/5776	Developing Advanced Skills in In-situ Mould Preparation and Application	20	3	200

Optional units

Learners may select units from the relevant optional unit groups below to achieve the total number of credits for their chosen pathway. Unit details for construction occupations can be found at:

<http://www.edexcel.com/quals/Specialist/Pages/default.aspx>

Please refer to specific rules of combination for each pathway.

Unit code	Optional units A	Credit	Level	GLH
J/600/0224	Surveying in Construction and Civil Engineering	10	3	60
	Optional units B	Credit	Level	GLH
A/600/0222	Graphical Detailing in Construction and the Built Environment	10	3	60
	Optional units C	Credit	Level	GLH
A/600/0222	Graphical Detailing in Construction and the Built Environment	10	3	60
J/600/0224	Surveying in Construction and Civil Engineering	10	3	60
	Optional units D	Credit	Level	GLH
R/600/0212	Sustainable Construction	10	3	60
J/600/0451	Mathematics in Construction and the Built Environment	10	3	60
T/600/0221	Science and Materials in Construction and the Built Environment	10	3	60
T/600/0283	Construction Technology and Design in Construction and Civil Engineering	10	3	60
L/600/0452	Economics and Finance in Construction and Civil Engineering	10	3	60
Y/600/0227	Setting Out Processes in Construction and Civil Engineering	10	3	60
M/600/0296	The Underpinning Science for the Provision of Human Comfort in Buildings	10	3	60
D/600/0228	Structural Mechanics in Construction and Civil Engineering	10	3	60
H/600/0456	Building Surveying in Construction	10	3	60
H/600/0229	Mechanical and Electrical Services in Construction	10	3	60
D/600/0441	Building Regulations and Control in Construction	10	3	60
H/600/0232	Computer Aided Drafting and Design for Construction	10	3	60
M/600/0234	Further Mathematics in Construction and the Built Environment	10	3	60

Unit code	Optional units D	Credit	Level	GLH
R/600/0369	Property Valuation in Construction	10	3	60
M/600/0444	Project in Construction and the Built Environment	10	3	60
H/600/0439	Design Procedures in Construction	10	3	60
A/600/0236	Spatial Data Techniques in Construction and Civil Engineering	10	3	60
T/600/0445	Planning Procedures in Construction	10	3	60
H/600/0442	Property Law in Construction	10	3	60
Y/600/0390	Geographical Information Systems In Construction	10	3	60
K/600/0457	Surveying Technology in Construction and Civil	10	3	60
K/600/0426	Topographic Surveying in Construction and Civil Engineering	10	3	60
K/600/0314	Construction in Civil Engineering	10	3	60
T/600/0431	Public Health Engineering in Civil Engineering	10	3	60
J/600/0384	Highway Construction and Maintenance in Civil Engineering	10	3	60
J/600/0319	Building Services Control Systems	10	3	60
T/600/0297	Building Services Science	10	3	60
M/600/0380	Low Temperature Hot Water Heating in Building Services Engineering	10	3	60
H/600/0375	Ventilation and Air Conditioning Design in Building Services Engineering	10	3	60
L/600/0371	Fluids - Static and Dynamic in Building Services Engineering	10	3	60
T/600/0459	Refrigeration Technology in Building Services Engineering	10	3	60
Y/600/0437	Plumbing Technology in Building Services Engineering	10	3	60
A/600/0415	Electrical Principles in Building Services Engineering	10	3	60
H/600/0408	Electrical Installation Standards and Components in Building Services Engineering	10	3	60
F/600/0416	Electrical Installation Design in Building Services Engineering	10	3	60
R/600/0405	Commissioning Electrical Installations in Building Services Engineering	10	3	60
H/600/0344	Employment Framework in the Built Environment	10	3	60
H/600/0327	Conversion and Adaptation of Buildings	10	3	60
L/600/0435	Principles and Applications of Management Techniques in the Construction Industry	10	3	60

Unit code	Optional units D	Credit	Level	GLH
F/600/0397	Tendering and Estimating in Construction	10	3	60
Y/600/0356	Measurement Techniques in Construction	10	3	60
J/600/0370	Structural Behaviour and Detailing for Construction	10	3	60
J/600/0353	Construction Design Procedures	10	3	60
K/600/0460	Construction Design Technology	10	3	60
L/600/0368	Civil Engineering Construction	10	3	60
A/600/0334	Structural Analysis and Design in Construction	10	3	60
D/600/0360	Personal and Professional Development in the Built Environment	10	3	60
K/600/0443	Information and Communication Technology in Construction and the Built Environment	10	2	60

Assessment

All units within this qualification are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

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

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

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

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. 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 criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. 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, i.e. at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Edexcel BTEC Level 3 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Edexcel use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Edexcel quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC Apprenticeship (single click registration)
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the UK BTEC Quality Assurance Handbook 2011-12 on our website www.edexcel.com

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for the Edexcel BTEC level 3 qualifications are set out in centre guidance which is published on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC Entry to level 3 qualifications. 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

Edexcel BTEC Level 3 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the 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 Edexcel.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Level 3 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 learners' experience.

Additional and specialist learning

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

ASL qualifications are listed on the 14-19 Diploma Catalogue which is available on the Register of Regulated Qualifications (www.ofqual.gov.uk). The catalogue will expand over time as more qualifications are accredited and approved.

Centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions and the 14-19 Diploma Catalogue for the latest information.

Functional skills

Edexcel level 3 BTEC Specialist qualifications give learners opportunities to develop and apply Functional Skills. Functional Skills are, however, not required to be achieved as part of the BTEC Specialist qualification(s) rules of combination. Functional skills are offered as stand alone qualifications.

Access and recruitment

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

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

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

Restrictions on learner entry

The Edexcel BTEC Level 3 Diploma in Construction Occupations is accredited on the QCF for learners aged 16 and above.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

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

Recognition of Prior Learning

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

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in the Edexcel BTEC Level 3 Specialist 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 is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit code

Each unit is assigned a QCF unit code that appears with the unit title on the National Database of Accredited Qualifications.

QCF level

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

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Unit aim and purpose

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

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to 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 National Occupational Standards (NOS), where relevant. 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 unit.

Key phrases or concepts relating to the learning outcomes are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

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

- Learning outcome: this is shown 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 be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'e.g.' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

Delivery

Units should be delivered so that they enable learners to develop their knowledge and understanding of the units' aim.

Health, safety and welfare are paramount and must be strictly enforced through close supervision of any workshops and activity areas. Risk assessments must be undertaken before any practical activities take place.

Small-group discussions could be used to introduce a unit. This would give learners an opportunity to swap ideas and exchange their experiences.

Engagement with employers and employees will enable learners to gain more from their learning experience. It will also help demonstrate the units' vocational relevance and further develop knowledge and understanding of the units' aim.

Guest speakers could deliver presentations to learners. For example, a supervisor from a construction organisation could give a presentation on an aspect of the required content within a unit. This could be supported with examples drawn from industry, perhaps in the form of a set of case studies.

Video/DVD training programmes can also be used.

Assessment

A variety of assessment methods can be used. Learners could produce written reports or give verbal presentations, supported by witness testimony. Alternatively, learners could produce logbooks or workbooks that they complete in the workplace or during visits to industry.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Essential resources

Besides correct tools and equipment, learners need access to specifications, construction drawings, quality control documentation as well as health and safety documentation. Learners should also be provided with documentation from material suppliers, architects, trade associations, consultants, etc.

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for quality and training purposes) or visit our website (www.edexcel.com).

Useful publications

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

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

NB: Some 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

National Occupational Standards underpinning this qualification can be obtained from the Sector Skills Council for the construction industry:

ConstructionSkills

Bircham Newton
King's Lynn
Norfolk
PE31 6RH

Telephone: 0344 994 4400
Fax: 01485 577793

Or by following this link: <http://www.ukstandards.co.uk/Pages/index.aspx>

Professional development and training

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

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

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

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

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

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

Annexe A

The Edexcel/BTEC qualification framework for the building and construction sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
8				
7				
6				
5		Edexcel BTEC Level 5 Higher National Diploma in Construction (QCF)		
4		Edexcel BTEC Level 4 Higher National Certificate in Construction (QCF) Edexcel BTEC Level 4 Higher National Certificate in Building Services Engineering (QCF) Edexcel BTEC Level 4 Higher National Certificate in Civil Engineering (QCF)		

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
3		Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Construction and the Built Environment (QCF)	Edexcel BTEC Level 3 Diploma in Construction Occupations (QCF)	
2	GCSE in Construction and the Built Environment	Edexcel BTEC Level 2 Certificate/Extended Certificate/Diploma in Construction (QCF)	Edexcel BTEC level 2 Diploma in Plant Maintenance (QCF)	
1		Edexcel BTEC Level 1 Extended Certificate in Construction (QCF) Edexcel BTEC Level 1 Certificate in Construction (QCF)		
Entry		Edexcel BTEC Entry Level 3 Award in Construction (QCF)		

Annexe B

Wider curriculum mapping

Edexcel BTEC Level 3 qualifications 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.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

Summary of the PLTS coverage throughout the programme

Level 3

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

Level 3

Personal, learning and thinking skills	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	
Independent enquirers			✓	✓	✓	✓		✓						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Creative thinkers			✓					✓						✓			✓			✓	✓		
Reflective learners			✓	✓		✓	✓	✓								✓		✓	✓	✓	✓		
Team workers							✓	✓											✓		✓	✓	✓
Self-managers			✓					✓												✓	✓	✓	✓
Effective participators																			✓				

Level 3

Personal, learning and thinking skills	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66
Independent enquirers	✓	✓		✓		✓	✓	✓	✓	✓	✓		✓			✓	✓		✓	✓		✓
Creative thinkers		✓				✓	✓	✓	✓	✓	✓								✓	✓	✓	✓
Reflective learners				✓		✓	✓	✓	✓	✓	✓								✓	✓	✓	✓
Team workers		✓											✓			✓	✓			✓		
Self-managers	✓	✓		✓		✓	✓		✓		✓		✓			✓	✓		✓	✓	✓	✓
Effective participators																✓	✓					

Level 3

Personal, learning and thinking skills	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87
Independent enquirers	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓		✓	✓	
Creative thinkers	✓	✓	✓	✓	✓	✓					✓	✓					✓				
Reflective learners	✓		✓	✓	✓	✓								✓			✓			✓	
Team workers	✓			✓					✓	✓			✓			✓	✓			✓	
Self-managers	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
Effective participators	✓				✓				✓	✓							✓				✓

Annexe D

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 7 Advanced Professional Qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	BTEC Level 7 Professional Qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional Qualifications BTEC Professional Award, Certificate and Diploma	6	BTEC Level 6 Professional Qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional Qualifications BTEC Professional Award, Certificate and Diploma	5	BTEC Level 5 Professional Qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional Qualifications BTEC Professional Award, Certificate and Diploma	4	BTEC Level 4 Professional Qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	BTEC Level 3 Specialist Qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 2 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	BTEC Level 2 Specialist Qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	BTEC Level 1 Specialist Qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	BTEC Level 1 Qualifications BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	BTEC Entry Level Specialist Qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	BTEC Entry Level Qualifications (E3) BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

QCF qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

Annexe E

Glossary of accreditation terminology

Accreditation start/end date	The first/last dates that Edexcel can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Edexcel.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
Performance tables	This/these qualifications is/are listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualifications Number (QN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Title	The accredited title of the qualification.
UCAS points	This/these qualification(s) is/are listed on the Universities and Colleges Admissions Service (UCAS) tariff for those wishing to progress to higher education.

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