

Edexcel BTEC Level 2 Certificate in ICT Systems and Principles (QCF)

Edexcel BTEC Level 3 Certificate in ICT Systems and Principles (QCF)

Edexcel BTEC Level 3 Diploma in ICT Systems and Principles (QCF)

Specification

BTEC specialist qualification

Issue 2

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Authorised by Martin Stretton

Prepared by Dave Evans

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification which a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. BTECs also provide progression routes to the next stage of education or to employment.

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are qualifications from Entry to level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full time or part time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks ie Technical Certificates.

There are three sizes of BTEC specialist 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 QCF has a credit value.

The credit value of a unit is based on:

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

2 Qualification summary and key information

Qualification title	Edexcel BTEC Level 2 Certificate in ICT Systems and Principles (QCF)
QCF Qualification Number (QN)	501/1381/1
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/09/2012
Age range that the qualification is approved for	16-18 19+
Credit value	13
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	80-110
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>)

Qualification title	Edexcel BTEC Level 3 Certificate in ICT Systems and Principles (QCF)
QCF Qualification Number (QN)	501/1436/0
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/09/2012
Age range that the qualification is approved for	16-18 19+
Credit value	24
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	180-200
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>)

Qualification title	Edexcel BTEC Level 3 Diploma in ICT Systems and Principles (QCF)
QCF Qualification Number (QN)	501/1435/9
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/09/2012
Age range that the qualification is approved for	16-18 19+
Credit value	37
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	270-305
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>)

QCF qualification title and Qualification Number

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the *Edexcel Information Manual* on our website at www.edexcel.com

Objective of the qualifications

The Edexcel BTEC Level 2 Certificate, Level 3 Certificate and Level 3 Diploma in ICT Systems and Principles (QCF) are for learners who work in, or want to work in, the ICT sector.

They 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
- acquire knowledge and understanding required for employment and/or career progression in the IT and Telecommunications sector
- contribute their knowledge and understanding to the related Level 2 and 3 qualifications in Professional Competence
- achieve a nationally recognised Entry, Level 1, 2 or 3 vocationally-related qualification
- progress to related general and/or vocational qualifications.

Apprenticeships

The SSC e-skills UK approves these qualifications as a knowledge component for the Intermediate/Advanced/Higher Apprenticeship in ICT.

Progression opportunities through Edexcel qualifications

At Level 2, learners could progress to employment in the IT sector or to higher education vocational qualifications such as the Edexcel BTEC Level 3 Diploma in IT.

At Level 3, learners could progress to employment in the IT sector or to higher education vocational qualifications such as the Edexcel BTEC Level 4 HNC Diploma in Computing and Systems Development.

At Level 4, learners could progress to employment in the IT sector or to higher education vocational qualifications such as the Edexcel BTEC Level 5 HND Diploma in Computing and Systems Development.

Industry support and recognition

These qualifications are supported by e-skills UK, the SSC for IT.

Relationship with National Occupational Standards

These qualifications relates to the National Occupational Standards in IT and Telecommunications Professionals. The mapping document in *Annexe A* shows the links between the units within this qualification and the National Occupational Standards.

What are the benefits of these qualifications to the learner and employer?

These qualifications give learners the opportunity to:

- engage in learning which is relevant to them and that gives them opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- gain the knowledge, understanding and skills needed to prepare for employment
- gain a nationally recognised vocationally specific qualification to enter employment in the IT sector or to progress to higher education vocational qualifications
- develop Functional Skills and Personal Learning and Thinking Skills essential for successful performance in working life
- certificate smaller blocks of learning designed to motivate learners and encourage widening participation in education and training.

3 Centre resource requirements

As part of the approval process, centres must make sure that the resources requirements below are in place before offering the qualification.

General resource requirements

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of these qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure continuing professional development for staff delivering these qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

4 Qualification structures

Edexcel BTEC Level 2 Certificate in ICT Systems and Principles (QCF)

Edexcel BTEC Level 3 Certificate in ICT Systems and Principles (QCF)

Edexcel BTEC Level 3 Diploma in ICT Systems and Principles (QCF)

The learner will need to meet the requirements outlined in the tables below before Edexcel can award the qualification.

Edexcel BTEC Level 2 Certificate in ICT Systems and Principles	
Minimum number of credits that must be achieved	13
Minimum number of credits that must be achieved at level 2 or above	8

Edexcel BTEC Level 2 Certificate in ICT Systems and Principles (QCF)					
Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
1	K/601/3192	Communicating in the IT Industry	2	5	30
2	J/601/3202	Working in the IT industry	2	5	30
3	D/601/5828	Presenting Information Using IT	2	10	60
4	A/601/3259	Project Planning using IT	2	10	60
5	H/601/3255	Computer Systems	2	10	60
6	M/601/3503	Systems Architecture	2	6	50
7	F/601/3277	IT Support	2	10	60
8	K/601/3287	IT Fault Diagnosis and Remedy	2	10	60
9	Y/600/4035	An Introduction to Communication Technologies	2	9	60
10	D/600/4036	An Introduction to Telephony Systems	2	9	60
11	J/601/3295	Telecommunications Principles	2	7	60
12	K/601/3290	Telecommunications Technology	2	10	60
13	H/601/3398	Mobile Communications Technology	2	10	60
14	L/601/3508	Principles of ICT System and Data Security	2	6	45

Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
15	T/601/3289	Networking Principles	2	6	45
16	M/601/3274	Setting up an IT Network	2	10	60
17	D/601/3206	Data Representation and Manipulation for IT	2	7	60
18	Y/601/5794	Mathematics for IT	2	10	60
19	J/601/3510	Software Testing	2	6	30
20	R/601/3512	Web Fundamentals	2	7	60
21	A/601/3391	Supporting Organisations with IT	2	10	60
22	Y/601/5083	Doing Business Online	2	10	60
23	F/601/7233	Communication and Employability Skills for IT	3	10	60
24	Y/601/7321	Project Planning With IT	3	10	60
25	M/601/7261	Computer Systems	3	10	60
26	T/601/3504	Systems Architecture	3	10	80
27	J/601/7329	Maintaining Computer Systems	3	10	60
28	J/601/7279	IT Technical Support	3	10	60
29	F/601/7264	Communication Technologies	3	10	60
30	D/601/3254	Telecommunications Principles	3	10	80
31	Y/602/4639	Telecommunications Systems	3	10	60
32	T/501/9938	Telephony Voice Systems Operation	3	9	60
33	A/502/3411	Communications Equipment Installation Techniques	3	9	60
34	J/502/3041	Fault Diagnosis and Maintenance of Communications Equipment	3	9	60
35	M/600/0251	Communications for Engineering Technicians	3	10	60
36	L/602/4637	Communications Workshop Practice	3	10	60
37	J/600/0255	Electrical and Electronic Principles	3	10	60
38	K/600/0300	Principles and Applications of Electronic Devices and Circuits	3	10	60
39	T/600/0249	Health and Safety in the Engineering Workplace	3	10	60

Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
40	R/601/3509	Principles of ICT System and Data Security	3	9	75
41	J/601/3250	Networking Principles	3	10	75
42	R/601/7320	Computer Networks	3	10	60
43	T/502/3410	Core Network Techniques	3	9	60
44	K/601/7663	Managing Networks	3	10	60
45	J/601/7332	Networked Systems Security	3	10	60
46	L/602/4640	Access Network Techniques and Applications	3	10	60
47	F/601/3246	Advanced Data Representation and Manipulation for IT	3	7	60
48	L/601/7655	Mathematics for IT Practitioners	3	10	60
49	H/601/7256	Information Systems	3	10	60
50	F/601/7278	Systems Analysis and Design	3	10	60
51	L/601/3251	Software Design Fundamentals	3	10	80
52	L/601/3511	Software Testing	3	9	50
53	K/601/3256	Web Development	3	10	80
54	K/601/7260	Impact of the Use of IT on Business Systems	3	10	60
55	A/601/7313	e-Commerce	3	10	60
*56	K/502/0133	Manage BOWMAN Equipment	3	19	120
57	M/502/0134	Operate BOWMAN Equipment	3	9	60
58	T/502/0135	Manage BOWMAN Signals Training	3	3	20
59	A/502/0136	Principles of BOWMAN Digitization	3	1	10
*60	F/502/0137	Supervise BOWMAN Equipment	3	14	120

***Centres should be aware that Units 56 to 60 (BOWMAN Units) are restricted access and are for Ministry of Defence only**

Edexcel BTEC Level 2 Certificate in ICT Systems and Principles (QCF)
Edexcel BTEC Level 3 Certificate in ICT Systems and Principles (QCF) and
Edexcel BTEC Level 3 Diploma in ICT Systems and Principles (QCF)

The learner will need to meet the requirements outlined in the tables below before Edexcel can award the qualification.

Edexcel BTEC Level 3 Certificate in ICT Systems and Principles	
Minimum number of credits that must be achieved	24
Minimum number of credits that must be achieved at level 3 or above	15

Edexcel BTEC Level 3 Certificate in ICT Systems and Principles (QCF)					
Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
1	K/601/3192	Communicating in the IT Industry	2	5	30
2	J/601/3202	Working in the IT Industry	2	5	30
3	D/601/5828	Presenting Information Using IT	2	10	60
4	A/601/3259	Project Planning using IT	2	10	60
5	H/601/3255	Computer Systems	2	10	60
6	M/601/3503	Systems Architecture	2	6	50
7	F/601/3277	IT Support	2	10	60
8	K/601/3287	IT Fault Diagnosis and Remedy	2	10	60
9	Y/600/4035	An Introduction to Communication Technologies	2	9	60
10	D/600/4036	An Introduction to Telephony Systems	2	9	60
11	J/601/3295	Telecommunications Principles	2	7	60
12	K/601/3290	Telecommunications Technology	2	10	60
13	H/601/3398	Mobile Communications Technology	2	10	60
14	L/601/3508	Principles of ICT System and Data Security	2	6	45
15	T/601/3289	Networking Principles	2	6	45
16	M/601/3274	Setting up an IT Network	2	10	60
17	D/601/3206	Data Representation and Manipulation for IT	2	7	60

Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
18	Y/601/5794	Mathematics for IT	2	10	60
19	J/601/3510	Software Testing	2	6	30
20	R/601/3512	Web Fundamentals	2	7	60
21	A/601/3391	Supporting Organisations with IT	2	10	60
22	Y/601/5083	Doing Business Online	2	10	60
23	F/601/7233	Communication and Employability Skills for IT	3	10	60
24	Y/601/7321	Project Planning With IT	3	10	60
25	M/601/7261	Computer Systems	3	10	60
26	T/601/3504	Systems Architecture	3	10	80
27	J/601/7329	Maintaining Computer Systems	3	10	60
28	J/601/7279	IT Technical Support	3	10	60
29	F/601/7264	Communication Technologies	3	10	60
30	D/601/3254	Telecommunications Principles	3	10	80
31	Y/602/4639	Telecommunications Systems	3	10	60
32	T/501/9938	Telephony Voice Systems Operation	3	9	60
33	A/502/3411	Communications Equipment Installation Techniques	3	9	60
34	J/502/3041	Fault Diagnosis and Maintenance of Communications Equipment	3	9	60
35	M/600/0251	Communications for Engineering Technicians	3	10	60
36	L/602/4637	Communications Workshop Practice	3	10	60
37	J/600/0255	Electrical and Electronic Principles	3	10	60
38	K/600/0300	Principles and Applications of Electronic Devices and Circuits	3	10	60
39	T/600/0249	Health and Safety in the Engineering Workplace	3	10	60

Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
40	R/601/3509	Principles of ICT System and Data Security	3	9	75
41	J/601/3250	Networking Principles	3	10	75
42	R/601/7320	Computer Networks	3	10	60
43	T/502/3410	Core Network Techniques	3	9	60
44	K/601/7663	Managing Networks	3	10	60
45	J/601/7332	Networked Systems Security	3	10	60
46	L/602/4640	Access Network Techniques and Applications	3	10	60
47	F/601/3246	Advanced Data Representation and Manipulation for IT	3	7	60
48	L/601/7655	Mathematics for IT Practitioners	3	10	60
49	H/601/7256	Information Systems	3	10	60
50	F/601/7278	Systems Analysis and Design	3	10	60
51	L/601/3251	Software Design Fundamentals	3	10	80
52	L/601/3511	Software Testing	3	9	50
53	K/601/3256	Web Development	3	10	80
54	K/601/7260	Impact of the Use of IT on Business Systems	3	10	60
55	A/601/7313	e-Commerce	3	10	60
*56	K/502/0133	Manage BOWMAN Equipment	3	19	120
57	M/502/0134	Operate BOWMAN Equipment	3	9	60
58	T/502/0135	Manage BOWMAN Signals Training	3	3	20
59	A/502/0136	Principles of BOWMAN Digitization	3	1	10
*60	F/502/0137	Supervise BOWMAN Equipment	3	14	120
61	J/501/3979	Install and Configure ICT Equipment and Operating Systems	2	9	70
62	L/501/3997	Install, Configure and Upgrade ICT Software	3	7	30

***Centres should be aware that Units 56 to 60 (BOWMAN Units) are restricted access and are for Ministry of Defence only**

Edexcel BTEC Level 2 Certificate in ICT Systems and Principles (QCF)

Edexcel BTEC Level 3 Certificate in ICT Systems and Principles (QCF)

Edexcel BTEC Level 3 Diploma in ICT Systems and Principles (QCF)

The learner will need to meet the requirements outlined in the tables below before Edexcel can award the qualification.

Edexcel BTEC Level 3 Diploma in ICT Systems and Principles	
Minimum number of credits that must be achieved	37
Minimum number of credits that must be achieved at level 3 or above	22

Edexcel BTEC Level 3 Diploma in ICT Systems and Principles (QCF)					
Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
1	K/601/3192	Communicating in the IT Industry	2	5	30
2	J/601/3202	Working in the IT Industry	2	5	30
3	D/601/5828	Presenting Information Using IT	2	10	60
4	A/601/3259	Project Planning using IT	2	10	60
5	H/601/3255	Computer Systems	2	10	60
6	M/601/3503	Systems Architecture	2	6	50
7	F/601/3277	IT Support	2	10	60
8	K/601/3287	IT Fault Diagnosis and Remedy	2	10	60
9	Y/600/4035	An Introduction to Communication Technologies	2	9	60
10	D/600/4036	An Introduction to Telephony Systems	2	9	60
11	J/601/3295	Telecommunications principles	2	7	60
12	K/601/3290	Telecommunications Technology	2	10	60
13	H/601/3398	Mobile Communications Technology	2	10	60
14	L/601/3508	Principles of ICT System and Data Security	2	6	45
15	T/601/3289	Networking Principles	2	6	45
16	M/601/3274	Setting up an IT Network	2	10	60

Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
17	D/601/3206	Data Representation and Manipulation for IT	2	7	60
18	Y/601/5794	Mathematics for IT	2	10	60
19	J/601/3510	Software Testing	2	6	30
20	R/601/3512	Web Fundamentals	2	7	60
21	A/601/3391	Supporting Organisations with IT	2	10	60
22	Y/601/5083	Doing Business Online	2	10	60
23	F/601/7233	Communication and Employability Skills for IT	3	10	60
24	Y/601/7321	Project Planning With IT	3	10	60
25	M/601/7261	Computer Systems	3	10	60
26	T/601/3504	Systems Architecture	3	10	80
27	J/601/7329	Maintaining Computer Systems	3	10	60
28	J/601/7279	IT Technical Support	3	10	60
29	F/601/7264	Communication Technologies	3	10	60
30	D/601/3254	Telecommunications Principles	3	10	80
31	Y/602/4639	Telecommunications Systems	3	10	60
32	T/501/9938	Telephony Voice Systems Operation	3	9	60
33	A/502/3411	Communications Equipment Installation Techniques	3	9	60
34	J/502/3041	Fault Diagnosis and Maintenance of Communications Equipment	3	9	60
35	M/600/0251	Communications for Engineering Technicians	3	10	60
36	L/602/4637	Communications Workshop Practice	3	10	60
37	J/600/0255	Electrical and Electronic Principles	3	10	60
38	K/600/0300	Principles and Applications of Electronic Devices and Circuits	3	10	60
39	T/600/0249	Health and Safety in the Engineering Workplace	3	10	60
40	R/601/3509	Principles of ICT System and Data Security	3	9	75

Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
41	J/601/3250	Networking Principles	3	10	75
42	R/601/7320	Computer Networks	3	10	60
43	T/502/3410	Core Network Techniques	3	9	60
44	K/601/7663	Managing Networks	3	10	60
45	J/601/7332	Networked Systems Security	3	10	60
46	L/602/4640	Access Network Techniques and Applications	3	10	60
47	F/601/3246	Advanced Data Representation and Manipulation for IT	3	7	60
48	L/601/7655	Mathematics for IT Practitioners	3	10	60
49	H/601/7256	Information Systems	3	10	60
50	F/601/7278	Systems Analysis and Design	3	10	60
51	L/601/3251	Software Design Fundamentals	3	10	80
52	L/601/3511	Software Testing	3	9	50
53	K/601/3256	Web Development	3	10	80
54	K/601/7260	Impact of the Use of IT on Business Systems	3	10	60
55	A/601/7313	e-Commerce	3	10	60
*56	K/502/0133	Manage BOWMAN Equipment	3	19	120
57	T/502/0135	Manage BOWMAN Signals Training	3	3	20
59	A/502/0136	Principles of BOWMAN Digitization	3	1	10
*60	F/502/0137	Supervise BOWMAN Equipment	3	14	120
61	J/501/3979	Install and Configure ICT Equipment and Operating Systems	2	9	70
62	L/501/3997	Install, Configure and Upgrade ICT Software	3	7	30

***Centres should be aware that Units 56 to 60 (BOWMAN Units) are restricted access and are for Ministry of Defence only**

5 Assessment

All units must be assessed through a centre devised internal assessment.

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for the learners to show what evidence is required. Assignment briefs should indicate clearly, which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (eg performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over assessment centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13*. Further information and useful publications.

6 Recognising prior learning and achievement

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 in and outside the workplace, 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. If 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.

Further guidance is available in the policy document *Recognition of Prior Learning Policy*, which is on the Edexcel website.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

7 Centre recognition and approval centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete an *Edexcel Vocational Centre & Qualification Approval Form (VCQA)*.

Existing centres get 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres that already hold Edexcel *Centre* approval are able to [apply for](#) qualification approval for a different level or different sector via Edexcel Online, [up to and including level 3 only](#).

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application may be made.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any [associated](#) codes, [conditions](#) or regulations. Edexcel will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Edexcel 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 annually 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* on our website.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs

Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation is up to date and current.

10 Access and recruitment

Edexcel's policy regarding access to our 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 those wishing to access the qualifications.

Centres are required to recruit learners to BTEC specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure 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 compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the policy documents *Application of Reasonable Adjustment for BTEC and Edexcel NVQ Qualifications* and *Application for Special Consideration: BTEC and Edexcel NVQ Qualifications*.

The documents are on our website at www.edexcel.com/policies

12 Units

The units for the Edexcel BTEC Level 2 and 3 Certificate and Diploma in ICT Systems and Principles are on the Edexcel website: www.edexcel.com

Units have the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in for example open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim and purpose

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Edexcel to offer the qualification.

Learning outcomes

Learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit content

This section clarifies what a learner needs to know to achieve a learning outcome.

Essential Guidance for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel: **www.edexcel.com/contactus**
- BTEC: **www.btec.co.uk/contactus**
- Work-based learning: **www.pearsonwbl.com/contactus**
- Books, software and online resources for UK schools and colleges: **www.pearsonschools.co.uk/contactus**

Other sources of information and publications available include:

- *Edexcel Equality Policy*
- *Edexcel Information Manual* (updated annually)
- *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*
- *Recognition of Prior Learning Policy*
- *Quality Assurance Handbook* (updated annually)

Publications on the quality assurance of BTEC qualifications are on our website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/Pages/home.aspx

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: www.edexcel.com/resources

14 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 learner-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 is on our website at: www.edexcel.com/training. You can request customised training through the website or you can contact one of our advisors in the Training from Edexcel team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: www.btec.co.uk/training

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: **0844 463 2535**.

Your BTEC support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our BTEC support team to help you whenever – and however – you need, with:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: www.edexcel.com/subjectadvisors
- **Ask Edexcel:** submit your question online to our Ask Edexcel online service www.edexcel.com/ask and we will make sure your query is handled by a subject specialist

Annexe A

Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Edexcel BTEC Level 2 Certificate Specialist qualification in ICT Systems and Principles(QCF) against the underpinning knowledge of the Level 2 National Occupational Standards in IT and Telecommunications Professionals.

KEY

Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

✓ indicates partial coverage of knowledge in the NVQ unit

A blank space indicates no coverage of the knowledge

Units	Unit 1: Communicating in the IT Industry	Unit 2: Working in the IT Industry	Unit 3: Presenting Information Using IT	Unit 4: Project Planning Using IT	Unit 5: Computer Systems	Unit 6: Systems Architecture	Unit 7: IT Support	Unit 8: IT Fault Diagnosis and Remedy	Unit 9: An Introduction to Communication Technologies	Unit 10: An Introduction to Telephony Systems	Unit 11: Telecommunications Principles	Unit 12: Telecommunications Technology	Unit 13: Mobile Communications Technology	Unit 14: Principles of ICT System and Data Security	Unit 15: Networking Principles	Unit 16: Setting up an IT Network	Unit 17: Data Representation and Manipulation for IT	Unit 18: Mathematics for IT	Unit 19: Software Testing
4.1 Systems Architecture					✓	✓													
4.2 Data Analysis																	✓	✓	
4.3 Human Needs Analysis		✓			✓								✓						
4.4 Systems Analysis					✓														

Units	Unit 1: Communicating in the IT Industry	Unit 2: Working in the IT Industry	Unit 3: Presenting Information Using IT	Unit 4: Project Planning Using IT	Unit 5: Computer Systems	Unit 6: Systems Architecture	Unit 7: IT Support	Unit 8: IT Fault Diagnosis and Remedy	Unit 9: An Introduction to Communication Technologies	Unit 10: An Introduction to Telephony Systems	Unit 11: Telecommunications Principles	Unit 12: Telecommunications Technology	Unit 13: Mobile Communications Technology	Unit 14: Principles of ICT System and Data Security	Unit 15: Networking Principles	Unit 16: Setting up an IT Network	Unit 17: Data Representation and Manipulation for IT	Unit 18: Mathematics for IT	Unit 19: Software Testing
4.5 Data Design																			
4.6 Human Computer Interaction/Interface (HCI) Design	✓				✓							✓							
4.7 Systems Design					✓				✓	✓	✓				✓				
4.8 IT/Technology Infrastructure Design and Planning	✓																		
5.1 Systems Development					✓				✓	✓	✓				✓				
5.2 Software Development					✓														✓
5.3 IT/Technology Solution Testing	✓								✓	✓	✓				✓				✓
6.1 Information Management	✓			✓										✓					
6.2 IT Security Management	✓				✓									✓					
6.3 IT Disaster Recovery																			

Units	Unit 1: Communicating in the IT Industry	Unit 2: Working in the IT Industry	Unit 3: Presenting Information Using IT	Unit 4: Project Planning Using IT	Unit 5: Computer Systems	Unit 6: Systems Architecture	Unit 7: IT Support	Unit 8: IT Fault Diagnosis and Remedy	Unit 9: An Introduction to Communication Technologies	Unit 10: An Introduction to Telephony Systems	Unit 11: Telecommunications Principles	Unit 12: Telecommunications Technology	Unit 13: Mobile Communications Technology	Unit 14: Principles of ICT System and Data Security	Unit 15: Networking Principles	Unit 16: Setting up an IT Network	Unit 17: Data Representation and Manipulation for IT	Unit 18: Mathematics for IT	Unit 19: Software Testing
7.1 IT/Technology Service Operations and Event Management																			
7.2 IT/Technology Service Helpdesk and Incident Management							✓												
7.3 IT/Technology Problem Management								✓											
7.4 IT Application Management/ Support								✓											
7.5 IT/Technology Management and Support								✓											
7.6 Availability Management																✓			
7.7 IT/Technology Capacity Management																✓			
7.8 Change and Release Management																			

Units	Unit 1: Communicating in the IT Industry	Unit 2: Working in the IT Industry	Unit 3: Presenting Information Using IT	Unit 4: Project Planning Using IT	Unit 5: Computer Systems	Unit 6: Systems Architecture	Unit 7: IT Support	Unit 8: IT Fault Diagnosis and Remedy	Unit 9: An Introduction to Communication Technologies	Unit 10: An Introduction to Telephony Systems	Unit 11: Telecommunications Principles	Unit 12: Telecommunications Technology	Unit 13: Mobile Communications Technology	Unit 14: Principles of ICT System and Data Security	Unit 15: Networking Principles	Unit 16: Setting up an IT Network	Unit 17: Data Representation and Manipulation for IT	Unit 18: Mathematics for IT	Unit 19: Software Testing
7.9 IT/Technology Service Catalogue and/or Service Level Management, Measurement and Reporting																			
7.10 IT/Technology Asset and Configuration Management																			
7.11 Supplier Management																			
7.12 Technical Evaluation																			

Units	Unit 20: Web Fundamentals	Unit 21: Supporting Organisations with IT	Unit 22: Doing Business Online
4.1 Systems Architecture			
4.2 Data Analysis			
4.3 Human Needs Analysis			
4.4 Systems Analysis			
4.5 Data Design			
4.6 Human Computer Interaction/Interface (HCI) Design	✓		
4.7 Systems Design			
4.8 IT/Technology Infrastructure Design and Planning			
5.1 Systems Development			
5.2 Software Development	✓		
5.3 IT/Technology Solution Testing			

Units	Unit 20: Web Fundamentals	Unit 21: Supporting Organisations with IT	Unit 22: Doing Business Online
6.1 Information Management		✓	
6.2 IT Security Management			
6.3 IT Disaster Recovery			
7.1 IT/Technology Service Operations and Event Management			
7.2 IT/Technology Service Helpdesk and Incident Management			
7.3 IT/Technology Problem Management			
7.4 IT Application Management/ Support			
7.5 IT/Technology Management and Support			
7.6 Availability Management			

Units	Unit 20: Web Fundamentals	Unit 21: Supporting Organisations with IT	Unit 22: Doing Business Online
7.7 IT/Technology Capacity Management			
7.8 Change and Release Management			
7.9 IT/Technology Service Catalogue and/or Service Level Management, Measurement and Reporting			
7.10 IT/Technology Asset and Configuration Management			
7.11 Supplier Management			✓
7.12 Technical Evaluation			

Level 3 National Occupational Standards/mapping

The grid below maps the Level 3 units against the underpinning knowledge of the Level 3 National Occupational Standards in IT and Telecommunications Professionals.

KEY

✓ indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units	Unit 23: Communication and Employability Skills for IT	Unit 24: Project Planning with IT	Unit 25: Computer Systems	Unit 26: Systems Architecture	Unit 27: Maintaining Computer Systems	Unit 28: IT Technical Support	Unit 29: Communication Technologies	Unit 30: Telecommunications Principles	Unit 31: Telecommunications Systems	Unit 32: Telephony Voice Systems Operation	Unit 33: Communications Equipment Installation Techniques	Unit 34: Fault Diagnosis and Maintenance of Communications Equipment	Unit 35: Communications for Engineering Technicians	Unit 36: Communications Workshop Practices	Unit 37: Electrical and Electronic Principles	Unit 38: Principles and Applications of Electronic Devices and Circuits	Unit 39: Health and Safety in the Engineering Workplace	Unit 40: Principles of ICT System and Data Security	Unit 41: Networking Principles	Unit 42: Computer Networks
4.1 Systems Architecture			✓	✓																
4.2 Data Analysis																				
4.3 Human Needs Analysis	✓		✓																	
4.4 Systems Analysis			✓																	
4.5 Data Design																				
4.6 Human Computer Interaction/Interface (HCI) Design													✓							
4.7 Systems Design			✓				✓	✓	✓	✓	✓	✓		✓					✓	✓

Units	Unit 23: Communication and Employability Skills for IT	Unit 24: Project Planning with IT	Unit 25: Computer Systems	Unit 26: Systems Architecture	Unit 27: Maintaining Computer Systems	Unit 28: IT Technical Support	Unit 29: Communication Technologies	Unit 30: Telecommunications Principles	Unit 31: Telecommunications Systems	Unit 32: Telephony Voice Systems Operation	Unit 33: Communications Equipment Installation Techniques	Unit 34: Fault Diagnosis and Maintenance of Communications Equipment	Unit 35: Communications for Engineering Technicians	Unit 36: Communications Workshop Practices	Unit 37: Electrical and Electronic Principles	Unit 38: Principles and Applications of Electronic Devices and Circuits	Unit 39: Health and Safety in the Engineering Workplace	Unit 40: Principles of ICT System and Data Security	Unit 41: Networking Principles	Unit 42: Computer Networks	
4.8 IT/Technology Infrastructure Design and Planning		✓											✓								
5.1 Systems Development							✓	✓	✓	✓	✓	✓		✓					✓	✓	
5.2 Software Development																					
5.3 IT/Technology Solution Testing							✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	
6.1 Information Management													✓					✓			
6.2 IT Security Management													✓					✓			
6.3 IT Disaster Recovery																					
7.1 IT/Technology Service Operations and Event Management																					
7.2 IT/Technology Service Helpdesk and Incident Management					✓	✓															

Units	Unit 23: Communication and Employability Skills for IT	Unit 24: Project Planning with IT	Unit 25: Computer Systems	Unit 26: Systems Architecture	Unit 27: Maintaining Computer Systems	Unit 28: IT Technical Support	Unit 29: Communication Technologies	Unit 30: Telecommunications Principles	Unit 31: Telecommunications Systems	Unit 32: Telephony Voice Systems Operation	Unit 33: Communications Equipment Installation Techniques	Unit 34: Fault Diagnosis and Maintenance of Communications Equipment	Unit 35: Communications for Engineering Technicians	Unit 36: Communications Workshop Practices	Unit 37: Electrical and Electronic Principles	Unit 38: Principles and Applications of Electronic Devices and Circuits	Unit 39: Health and Safety in the Engineering Workplace	Unit 40: Principles of ICT System and Data Security	Unit 41: Networking Principles	Unit 42: Computer Networks
7.3 IT/Technology Problem Management						✓														
7.4 IT Application Management/ Support																				
7.5 IT/Technology Management and Support																				
7.6 Availability Management																				
7.7 IT/Technology Capacity Management																				
7.8 Change and Release Management																				
7.9 IT/Technology Service Catalogue and/or Service Level Management, Measurement and Reporting																				

Units	Unit 23: Communication and Employability Skills for IT	Unit 24: Project Planning with IT	Unit 25: Computer Systems	Unit 26: Systems Architecture	Unit 27: Maintaining Computer Systems	Unit 28: IT Technical Support	Unit 29: Communication Technologies	Unit 30: Telecommunications Principles	Unit 31: Telecommunications Systems	Unit 32: Telephony Voice Systems Operation	Unit 33: Communications Equipment Installation Techniques	Unit 34: Fault Diagnosis and Maintenance of Communications Equipment	Unit 35: Communications for Engineering Technicians	Unit 36: Communications Workshop Practices	Unit 37: Electrical and Electronic Principles	Unit 38: Principles and Applications of Electronic Devices and Circuits	Unit 39: Health and Safety in the Engineering Workplace	Unit 40: Principles of ICT System and Data Security	Unit 41: Networking Principles	Unit 42: Computer Networks		
7.10 IT/Technology Asset and Configuration Management																						
7.11 Supplier Management																						
7.12 Technical Evaluation																						

Units	Unit 43: Core Network Techniques	Unit 44: Managing Networks	Unit 45: Networked Systems Security	Unit 46: Access Network Techniques and Applications	Unit 47: Advanced Data Representation and Manipulation for IT Practitioners	Unit 48: Mathematics for IT Practitioners	Unit 49: Information Systems	Unit 50: Systems Analysis and Design	Unit 51: Software Design Fundamentals	Unit 52: Software Testing	Unit 53: Web Development	Unit 54: Impact of the Use of IT on Business Systems	Unit 55: e-Commerce
4.1 Systems Architecture													
4.2 Data Analysis					✓	✓							
4.3 Human Needs Analysis													
4.4 Systems Analysis								✓					
4.5 Data Design													
4.6 Human Computer Interaction/Interface (HCI) Design									✓		✓	✓	✓
4.7 Systems Design	✓	✓		✓									
4.8 IT/Technology Infrastructure Design and Planning		✓											
5.1 Systems Development	✓			✓				✓					
5.2 Software Development						✓			✓	✓	✓		
5.3 IT/Technology Solution Testing	✓			✓						✓			

Units	Unit 43: Core Network Techniques	Unit 44: Managing Networks	Unit 45: Networked Systems Security	Unit 46: Access Network Techniques and Applications	Unit 47: Advanced Data Representation and Manipulation for IT	Unit 48: Mathematics for IT Practitioners	Unit 49: Information Systems	Unit 50: Systems Analysis and Design	Unit 51: Software Design Fundamentals	Unit 52: Software Testing	Unit 53: Web Development	Unit 54: Impact of the Use of IT on Business Systems	Unit 55: e-Commerce
6.1 Information Management							✓					✓	
6.2 IT Security Management			✓										✓
6.3 IT Disaster Recovery													
7.1 IT/Technology Service Operations and Event Management													
7.2 IT/Technology Service Helpdesk and Incident Management													
7.3 IT/Technology Problem Management													
7.4 IT Application Management/ Support													
7.5 IT/Technology Management and Support													
7.6 Availability Management													

Units	Unit 43: Core Network Techniques	Unit 44: Managing Networks	Unit 45: Networked Systems Security	Unit 46: Access Network Techniques and Applications	Unit 47: Advanced Data Representation and Manipulation for IT	Unit 48: Mathematics for IT Practitioners	Unit 49: Information Systems	Unit 50: Systems Analysis and Design	Unit 51: Software Design Fundamentals	Unit 52: Software Testing	Unit 53: Web Development	Unit 54: Impact of the Use of IT on Business Systems	Unit 55: e-Commerce
7.7 IT/Technology Capacity Management													
7.8 Change and Release Management													
7.9 IT/Technology Service Catalogue and/or Service Level Management, Measurement and Reporting													
7.10 IT/Technology Asset and Configuration Management													
7.11 Supplier Management													
7.12 Technical Evaluation													

Annexe B

Mapping to Level 2 Functional Skills

Level 2	Unit number																						
English – Speaking, Listening and Communication	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations																							
English – Reading																							
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions																							
English – Writing																							
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively												✓	✓										

Level 2	Unit number																							
English – Speaking, Listening and Communication	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations					✓							✓		✓	✓									
English – Reading																								
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions					✓							✓		✓		✓								
English – Writing																								
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively		✓										✓		✓	✓	✓								

Level 2	Unit number							
English – Speaking, Listening and Communication	48	49	50	51	52	53	54	55
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations								
English – Reading								
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions			✓					
English – Writing								
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively			✓					

Level 2	Unit number																						
Mathematics — Representing	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Understand routine and non-routine problems in familiar and unfamiliar contexts and situations																							
Identify the situation or problems and identify the mathematical methods needed to solve them													✓					✓					
Select a range of mathematics to find solutions												✓											
Mathematics — Analysing																							
Apply a range of mathematics to find solutions											✓						✓	✓					
Use appropriate checking procedures and evaluate their effectiveness at each stage																		✓					
Mathematics — Interpreting																							
Interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations																	✓						
Draw conclusions and provide mathematical justifications																							

Level 2	Unit number																							
Mathematics – Representing	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
Understand routine and non-routine problems in familiar and unfamiliar contexts and situations			✓											✓		✓								
Identify the situation or problems and identify the mathematical methods needed to solve them	✓													✓										
Select a range of mathematics to find solutions																								✓
Mathematics – Analysing																								
Apply a range of mathematics to find solutions			✓				✓							✓										✓
Use appropriate checking procedures and evaluate their effectiveness at each stage														✓										
Mathematics – Interpreting																								
Interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations															✓									✓

Level 2	Unit number																							
Draw conclusions and provide mathematical justifications																								✓

Level 2	Unit number							
Mathematics – Representing	48	49	50	51	52	53	54	55
Understand routine and non-routine problems in familiar and unfamiliar contexts and situations								
Identify the situation or problems and identify the mathematical methods needed to solve them								
Select a range of mathematics to find solutions	✓							
Mathematics – Analysing								
Apply a range of mathematics to find solutions	✓							
Use appropriate checking procedures and evaluate their effectiveness at each stage								
Mathematics – Interpreting								
Interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations	✓							

Level 2	Unit number							
Draw conclusions and provide mathematical justifications	✓							

Level 2	Unit number																						
ICT – Using ICT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Plan solutions to complex tasks by analysing the necessary stages	✓			✓	✓		✓	✓						✓		✓			✓	✓			
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts			✓		✓	✓		✓	✓			✓	✓			✓			✓	✓	✓		✓
Manage information storage to enable efficient retrieval							✓																
ICT – Finding and selecting information																							
Use appropriate search techniques to locate and select relevant information						✓	✓			✓	✓			✓	✓				✓				
Select information from a variety of sources to meet requirements of a complex task			✓			✓	✓			✓	✓				✓				✓	✓			

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