

Edexcel BTEC Level 2 Diploma and Level 3 Diploma for Legal Secretaries (QCF)

Specification

BTEC Specialist qualification

First teaching December 2012

Pearson Education Limited is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Limited administers BTEC qualifications.

Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.

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

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

Authorised by Martin Stretton
Prepared by Beverley Anim-Antwi

Publications Code BA034149

All the material in this publication is copyright
© Pearson Education Limited 2013

Contents

1	Introducing BTEC Specialist qualifications	1
	What are BTEC Specialist qualifications?	1
2	Qualification summary and key information	2
	QCF qualification title and Qualification Number	4
	Objective of the qualifications	4
	Apprenticeships	4
	Relationship with previous qualifications	4
	Progression opportunities through Edexcel qualifications	4
	Industry support and recognition	5
	Relationship with National Occupational Standards	5
3	Centre resource requirements	6
4	Qualification structures	7
	Edexcel BTEC Level 2 Diploma for Legal Secretaries (QCF)	7
	Edexcel BTEC Level 3 Diploma for Legal Secretaries (QCF)	8
5	Assessment	9
6	Recognising prior learning and achievement	10
	Recognition of Prior Learning	10
	Credit transfer	10
7	Centre recognition and approval centre recognition	11
	Approvals agreement	11
8	Quality assurance of centres	12
9	Programme delivery	13
10	Access and recruitment	14
11	Access to qualifications for learners with disabilities or specific needs	15
12	Units	16
	Unit title	16
	Unit reference number	16
	QCF level	16
	Credit value	16
	Guided learning hours	16

Unit aim	16
Learning outcomes	16
Assessment criteria	16
Unit 1: Legal Word Processing	17
Unit 2: Working in the Legal Environment	19
Unit 3: Proofreading in the Legal Environment	23
Unit 4: Legal Information Processing	25
Unit 5: The Legal Environment	29
Unit 6: Principles of Criminal Liability	31
Unit 7: Principles of Contract Liability	33
Unit 8: Principles of Negligence	35
Unit 9: Law in the Workplace	37
Unit 10: Civil Litigation	39
Unit 11: Consumer Rights	41
Unit 12: Family Law	43
Unit 13: Wills and Succession	45
Unit 14: Conveyancing	47
Unit 15: Legal Word Processing	49
Unit 16: Business Skills in the Legal Environment	51
Unit 17: Proofreading in the Legal Environment	55
Unit 18: Legal Information Processing	57
13 Further information and useful publications	59
14 Professional development and training	60
Annexe A	61
Unit mapping overview	61
Unit mapping overview	63

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 Diploma for Legal Secretaries (QCF)
QCF Qualification Number (QN)	600/7113/8
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	30/11/2012
Age range that the qualification is approved for	14–16 16–18 18+ 19+
Credit value	37
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	200-250
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 for Legal Secretaries (QCF)
QCF Qualification Number (QN)	600/7259/3
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	30/11/2012
Age range that the qualification is approved for	14-16 16-18 18+ 19+
Credit value	39
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	200-250
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 and Level 3 Diplomas for Legal Secretaries (QCF) are for learners who work in, or want to work in, the legal administration 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
- achieve a nationally recognised Level 2 or 3 vocationally-related qualification
- progress to employment as a legal secretary
- progress to related general and/or vocational qualifications.
- develop their own personal growth and engagement in learning.

The Edexcel BTEC Level 2 and 3 Diplomas for Legal Secretaries (QCF) extend the work-related focus from the Edexcel BTEC Level 2 and 3 Certificates. There is potential for the qualifications 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.

Apprenticeships

Skills CFA approve the Level 2 Diploma and Level 3 Diploma for Legal Secretaries (QCF) as a knowledge component for the Business and Administration Apprenticeship frameworks at Level 2 and Level 3, for the Legal Administration pathway.

Relationship with previous qualifications

These qualifications are a direct replacement for the Edexcel BTEC Level 2 Diploma and Level 3 Diploma for Legal Secretaries, which have now expired. Information about how the new and old units relate to each other is given in *Annexe A*.

Progression opportunities through Edexcel qualifications

Learners who have achieved the Diplomas can progress to employment in the legal administration sector and to related general and/or vocational qualifications

Industry support and recognition

These qualifications are supported by Skills CFA, the Sector Skills Organisation for business skills.

Relationship with National Occupational Standards

These qualifications relate to the National Occupational Standards in Business Administration.

3 Centre resource requirements

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

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure that there is continuing professional development for staff delivering the 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 Diploma for Legal Secretaries (QCF)

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

Minimum number of credits that must be achieved	37
Number of mandatory credits that must be achieved	31
Minimum number of optional credits must be achieved from Option unit Group B OR Optional Units Group C	6

Unit	Unit Reference Number	Group A – Mandatory units	Level	Credit	Guided learning hours
1	A/600/1015	Legal Word Processing	2	16	160
2	L/600/1018	Working in the Legal Environment	2	13	120
3	M/600/1013	Proofreading in the Legal Environment	2	2	20
Unit	Unit Reference Number	Group B – Option Unit Group learners must achieve 6 credits	Level	Credit	Guided learning hours
4	J/600/1020	Legal Information Processing	2	6	60
Unit	Unit Reference Number	Group C – Option Units Group Learners must achieve 5 credits from C1 and a minimum of 8 credits from C2	Level	Credit	Guided learning hours
C1 – 5 credits					
5	R/503/8688	The Legal Environment	2	5	35
C2 – minimum of 8 credits from these additional optional units					
6	A/504/0628	Principles of Criminal Liability	2	4	27
7	D/504/0394	Principles of Contract Liability	2	4	23
8	H/504/0395	Principles of Negligence	2	4	21
9	F/504/0629	Law in the Workplace	2	4	21
10	T/504/0630	Civil Litigation	2	4	19
11	A/504/0631	Consumer Rights	2	4	21
12	H/504/0400	Family Law	2	4	21
13	F/504/0632	Wills and Succession	2	4	21
14	J/504/0633	Conveyancing	2	4	23

Edexcel BTEC Level 3 Diploma for Legal Secretaries (QCF)

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

Minimum number of credits that must be achieved	39
Minimum number of credits that must be achieved at level 3 or above	32
Number of mandatory credits that must be achieved	32
Minimum number of optional credits that must be achieved from Option unit Group B OR Optional Units Group C	7

Unit	Unit Reference Number	Group A – Mandatory units	Level	Credit	Guided learning Hours
15	R/600/2946	Legal Word Processing	3	15	140
16	L/600/1019	Business Skills in the Legal Environment	3	15	130
17	T/600/1014	Proofreading in the Legal Environment	3	2	20
Unit	Unit Reference Number	Group B – Option Unit Group Learners must achieve 7 credits	Level	Credit	Guided learning Hours
18	R/600/1022	Legal Information Processing	3	7	70
Unit	Unit Reference Number	Group C – Option Units Group Learners must achieve 5 credits from C1 and 4 credits from C2	Level	Credit	Guided learning Hours
C1 – 5 credits					
5	R/503/8688	The Legal Environment	2	5	35
C2 – 4 credits from these additional optional units					
6	A/504/0628	Principles of Criminal Liability	2	4	27
7	D/504/0394	Principles of Contract Liability	2	4	23
8	H/504/0395	Principles of Negligence	2	4	21
9	F/504/0629	Law in the Workplace	2	4	21
10	T/504/0630	Civil Litigation	2	4	19
11	A/504/0631	Consumer Rights	2	4	21
12	H/504/0400	Family Law	2	4	21
13	F/504/0632	Wills and Succession	2	4	21
14	J/504/0633	Conveyancing	2	4	23

5 Assessment

The table below gives a summary of the assessment method used in the qualification.

Units	Assessment method
All units	Centre-devised 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.

The centre can decide the form of assessment evidence (e.g. 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 taught, 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

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

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

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 1: Legal Word Processing

Unit reference number: A/600/1015

QCF level: 2

Credit value: 16

Guided learning hours: 160

Unit aim

The aim of this unit is to enable the learner to develop the knowledge and skills produce accurate documentation appropriate for the legal and business environments. The learner will become familiar with word-processing techniques, audio-typing conventions, legal document layouts and legal terminology.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Use word processing software to create and amend business and legal documents	1.1	Create documents to a given house style from manuscript and printed text
		1.2	Amend and format the layout and text of new and existing business and legal documents
		1.3	Insert dates and references where appropriate
		1.4	Create and format tables
		1.5	Select and insert symbols
		1.6	Use search and replace functions
		1.7	Recall document templates with insertion
		1.8	Comply with written instructions and interpret amendment and correction signs
		1.9	Route originals/copies/printouts as instructed
		1.10	Name, save and print draft and final copies of business and legal documents, as instructed
2	Transcribe business and legal documents from audio	2.1	Transcribe audio recordings to produce documents
		2.2	Follow, interpret and implement audio conventions and instructions

Unit 2: Working in the Legal Environment

Unit reference number: L/600/1018

QCF level: 2

Credit value: 13

Guided learning hours: 120

Unit aim

This aim of this unit is to enable the learner to develop the knowledge and skills to understand and operate in different organisational structures . The learner will be aware of how relevant legislation, regulations and procedures apply to the legal and business environments. The learner will also develop an understanding of working relationships, effective communication skills and internal and external customer service.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand the roles and responsibilities of personnel within a legal office	1.1	Describe the different types of organisational structure that exist
		1.2	Describe the structure of a legal office with multiple departments
2	Understand the role and responsibilities of the legal secretary	2.1	Identify the different branches of the legal profession and career progression routes
		2.2	Identify the different career progression routes available to the different branches of the legal profession
		2.3	Describe the different departments found in a legal office and the work undertaken within these
		2.4	Produce an organisational chart to show the individual roles of different personnel
		2.5	Describe the main aspects of work carried out by the different levels of staff within a legal office
3	Understand the role and responsibilities of the legal secretary	3.1	Produce documentation according to the styles and layouts acceptable for business correspondence
		3.2	Describe how to maintain general office equipment in good working order
		3.3	Explain the use of a photocopier
		3.4	Describe the use of manual and electronic information systems
		3.5	Describe procedures for maintaining paper-based and electronic filing systems
		3.6	Select and use filing classification systems
		3.7	Describe procedures for dealing with incoming and outgoing mail
		3.8	Use different methods of communication according to the organisation's policies and procedures
		3.9	Describe communication skills and techniques employed within a legal context
		3.10	Perform simple calculations

Learning outcomes		Assessment criteria	
4	Know the relevant legislation, policies and procedures that apply to the business environment	4.1	Explain current legislation in terms of health, safety and welfare of employees and visitors
		4.2	Describe the role of the first-aider and/or appointed person in the organisation
		4.3	Identify potential hazards and risks in a given work area
		4.4	Describe current legislation in terms of data protection and copyright
		4.5	Describe the individual's employment rights and responsibilities
5	Understand how to work as a member of a legal team	5.1	Organise and prioritise tasks to manage own workload in order to meet deadlines
		5.2	Identify and describe circumstances in which deadlines cannot be met
		5.3	Explain the importance of creating and maintaining productive working relationships with others
		5.4	Describe skills and techniques for communication within a team
6	Understand the importance of establishing and maintaining effective customer relationships in the legal environment	6.1	Explain the importance of establishing and maintaining customer/client relationships that promote business
		6.2	Describe the organisation's role in creating and maintaining positive customer/client relationships
		6.3	Explain the role of the individual in creating a positive and professional image to meet customer expectations within the limits of own authority
		6.4	Describe procedures for dealing with customer/client complaints

Unit 3: Proofreading in the Legal Environment

Unit reference number: M/600/1013

QCF level: 2

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is to enable the learner to develop the knowledge and skills to accurately proofread documentation appropriate for the legal and business environments.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Proofread legal and business documents to check and identify errors	1.1	Check and identify spelling errors
		1.2	Check and identify punctuation errors
		1.3	Check and identify consistency errors
		1.4	Check and identify grammatical errors
		1.5	Check and identify presentation errors

Unit 4: **Legal Information Processing**

Unit reference number: J/600/1020

QCF level: 2

Credit value: 6

Guided learning hours: 60

Unit aim

The aim of this unit is to develop the knowledge and skills to use spreadsheet and database software. This will enable learners to produce meaningful data and handle information effectively within the context of the legal environment.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand how to store and manage database and spreadsheet data securely and efficiently within the legal environment	1.1	Produce a screen print to demonstrate a logical directory and folder structure
		1.2	Modify file structure
		1.3	Explain the importance of file management and data back-up of spreadsheet and database files
		1.4	Identify methods of storing data
2	Use spreadsheet software to create, modify and present data for the legal environment	2.1	Describe the basic structure of spreadsheets
		2.2	Create spreadsheet files for use in the legal environment, including a header and/or footer, as instructed
		2.3	Enter and edit text and data in cells, rows and columns
		2.4	Use a range of enhancements to make the presentation of data clearer
		2.5	Enter formulae and calculate data
		2.6	Sort data as instructed
		2.7	Create and format charts and graphs to clearly represent spreadsheet data
		2.8	Name, re-name, save and print spreadsheet files, charts/graphs as instructed
3	Use database software to create, modify and present data for the legal environment	3.1	Describe the basic structure of spreadsheets
		3.2	Create spreadsheet files for use in the legal environment, including a header and/or footer, as instructed
		3.3	Enter and edit text and data in cells, rows and columns
		3.4	Use a range of enhancements to make the presentation of data clearer
		3.5	Enter formulae and calculate data
		3.6	Sort data as instructed
		3.7	Create and format charts and graphs to clearly represent spreadsheet data
		3.8	Name, re-name, save and print spreadsheet files, charts/graphs as instructed
		3.9	Describe the structure of databases

Learning outcomes		Assessment criteria	
		3.10	Create and edit a simple database for the legal environment using appropriate field names and data types
		3.11	Create and amend a data entry form
		3.12	Insert and amend data
		3.13	Perform primary and secondary sorts
		3.14	Prepare simple reports inserting a header/footer as instructed
		3.15	Query a database to retrieve information
		3.16	Select and print reports, queries and tables as instructed
4	Understand the use of case management software in legal practice	4.1	Explain the general principles of case management software
		4.2	Identify the areas of law in which case management software would be used
		4.3	Describe the advantages and disadvantages of using case management software for the business and the client

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand the purpose of law and the framework within which it operates	1.1	Describe law as sets of rules or codes of conduct
		1.2	Explain the aims of law
		1.3	Identify the differences between civil (private) and criminal (public) law
2	Understand the main sources of English law	2.1	Identify the stages in statute creation
		2.2	Explain the concept of parliamentary supremacy
		2.3	Identify the main rules of statutory interpretation
		2.4	Explain the role of delegated legislation
		2.5	Explain the system of judicial precedent
		2.6	Describe the effect of European law on the legal system
		2.7	Describe the purpose of Section 3 of the Human Rights Act 1998
3	Understand the operation of the legal system	3.1	Identify the hierarchical structure of the courts
		3.2	Describe the jurisdiction of each of the courts
		3.3	Describe the role of legal personnel
		3.4	Describe the role of lay people in the legal environment
		3.5	Explain the range of advice and financial assistance available to a claimant in a civil case
		3.6	Explain the range of advice and financial assistance available to a defendant in a criminal case
		3.7	Describe pre-trial procedure in criminal cases
		3.8	Identify the range of sentences following a criminal trial
		3.9	Identify alternative methods of dispute resolution in civil cases
		3.10	Describe the process of a civil claim
		3.11	Describe the main remedies available in a civil claim

Unit 6: Principles of Criminal Liability

Unit reference number: A/504/0628

QCF level: 2

Credit value: 5

Guided learning hours: 27

Unit aim

The aim of this unit is to enable the learner to develop the knowledge and skills to communicate effectively with clients and fellow professionals and produce documentation appropriate for the legal environment. The learner will develop an understanding of the terminology appropriate to criminal law and a range of offences.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand the key elements of a crime	1.1	Identify the actus reus of a crime
		1.2	Identify the mens rea of a crime
		1.3	Explain crimes of strict liability
2	Understand the main fatal and non-fatal offences against the person	2.1	Identify the range of fatal offences against the person
		2.2	Identify the range of non-fatal offences against the person

Unit 7: Principles of Contract Liability

Unit reference number: D/504/0394

QCF level: 2

Credit value: 5

Guided learning hours: 23

Unit aim

The aim of this unit is to enable the learner to develop the knowledge and skills to accurately communicate with clients and fellow professionals and produce documentation appropriate for the legal environment. The learner will develop an understanding of the terminology appropriate to the formation of a contract, its terms and its discharge including remedies for breach of contract.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand the key elements of a contract	1.1	Explain the necessity for agreement
		1.2	Identify the requirements for consideration in a contract
		1.3	Explain the importance of intention in a contract
2	Understand the circumstances in which a contract may be discharged and the main remedy on breach	2.1	Describe the circumstances in which a contract may be discharged
		2.2	Explain the remedy of damages

Unit 8: Principles of Negligence

Unit reference number: H/504/0395

QCF level: 2

Credit value: 4

Guided learning hours: 21

Unit aim

The aim of this unit is to enable the learner to develop the knowledge and skills to communicate effectively with clients and fellow professionals and produce documentation appropriate for the legal environment. The learner will develop an understanding of the terminology appropriate to liability in the tort of negligence.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand the key elements of duty of care	1.1	Explain the neighbour principle
		1.2	Describe the three part test of foreseeability, proximity and the requirement that it should be fair, just and reasonable
2	Understand the key elements of breach of duty of care	2.1	Explain the reasonable man test
		2.2	Describe the factors that the court will take into account when assessing if there has been a breach
3	Understand the principles of remoteness of damage	3.1	Explain the requirement for foreseeability
		3.2	Explain the requirement for legal proximity
4	Understand defences to an action of negligence	4.1	Explain the defence of volenti non fit injuria
		4.2	Explain the defence of contributory negligence
5	Understand public policy requirements for claims for psychiatric harm	5.1	Distinguish between physical and psychiatric damage
		5.2	Explain the difference between primary and secondary victims
		5.3	Explain the requirements for a claim by secondary victims
		5.4	explain the position of rescuers in claims for psychiatric harm

Unit 9: Law in the Workplace

Unit reference number: F/504/0629

QCF level: 2

Credit value: 4

Guided learning hours: 21

Unit aim

The aim of this unit is to enable the learner to develop the knowledge and skills to communicate effectively with clients and fellow professionals and produce documentation appropriate for the legal environment. The learner will develop an understanding of the law and terminology appropriate to contracts of employment law and the distinction between being employed and self-employed, as well as the termination of employment.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand the differences between a self-employed person and an employed person	1.1	Describe the tests that are used to identify an employed person and a self-employed person
		1.2	Describe the practical points that the tests examine to distinguish between an employed person and self-employed person
		1.3	Explain how the courts will apply tests to different situations.
		1.4	Explain the principle of vicarious liability within course of employment
2	Understand the importance of a contract of employment	2.1	Describe the advantages of having a contract
		2.2	Identify the main express terms that would usually be found in a contract of employment
		2.3	Identify the implied terms of a contract of employment for the employer
		2.4	Identify the implied terms of a contract of employment for the employee
3	Understand how contracts of employment can be terminated	3.1	Explain the main distinction between wrongful dismissal and unfair dismissal
		3.2	Identify situations where a dismissal would be automatically unfair
		3.3	Identify the potentially fair reasons for dismissal
		3.4	Describe the different remedies for unfair dismissal and the procedures for obtaining these
		3.5	Describe the pro-formas used to commence an action including their content
4	Understand the requirements of an effective working environment	4.1	Describe the health and safety and equality legislation that applies to the working environment
		4.2	Identify the difference between direct and indirect discrimination

Unit 10: Civil Litigation

Unit reference number: T/504/0630

QCF level: 2

Credit value: 4

Guided learning hours: 19

Unit aim

The aim of this unit is to enable the learner to develop the knowledge and skills to communicate effectively with clients and fellow professionals and produce documentation appropriate for the legal environment. The learner will develop an understanding of how to commence civil litigation and how it is funded.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand the civil court structure and the significance of the Civil Procedure Rules	1.1	Describe the civil court structure
		1.2	Explain the overriding objective of the CPR
		1.3	Explain the importance of pre-action protocols
		1.4	Identify the duties of the court and the court's management powers
2	Understand pre-action matters	2.1	Explain the requirements of a pre-action protocol
		2.2	Explain the need to consider alternative dispute resolution (ADR)
		2.3	Explain the most appropriate trial track, depending on circumstances and the value of a case
3	Understand how a civil action may be financed	3.1	Identify different funding methods according to individual client circumstances
4	Know how to commence a case in the county court	4.1	Identify the contents of a letter before action in respect of a civil debt
		4.2	Identify the contents of an N1 claim form

Unit 11: Consumer Rights

Unit reference number: A/504/0631

QCF level: 2

Credit value: 4

Guided learning hours: 21

Unit aim

The aim of this unit is to enable the learner to develop the knowledge and skills to communicate effectively with clients and fellow professionals and produce documentation appropriate for the legal environment. The learner will develop an understanding of the law on consumer protection, the award of damages and the role of consumer support organisations.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand how consumer contracts are formed	1.1	Describe the basic requirements of a valid contract
		1.2	Describe the key sections of The Sale of Goods Act 1979 as amended
		1.3	Define an exclusion clause
		1.4	Explain the effect of an exclusion clause
		1.5	Explain the provisions of Part 1 of the Consumer Protection Act 1987
2	Understand the basic remedy of damages in consumer contracts	2.1	Explain the purpose of damages
		2.2	Explain when damages would be awarded
3	Understand the role of consumer support organisations	3.1	Identify organisations which can assist the consumer in relation to the exercising of their rights
		3.2	Explain the role of consumer support organisations

Unit 12: Family Law

Unit reference number: H/504/0400

QCF level: 2

Credit value: 4

Guided learning hours: 21

Unit aim

The aim of this unit is to enable the learner to develop the knowledge and skills to communicate effectively with clients and fellow professionals and produce documentation appropriate for the legal environment. The learner will develop an understanding of the law governing relationships between people and consequent upon the break up of those relationships.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand the requirements for a valid marriage and civil partnership	1.1	Identify the formalities of a valid marriage
		1.2	Explain the requirement for capacity in relation to a valid marriage
		1.3	Describe the factors relating to void and voidable marriages
		1.4	Explain the basic principles of the Civil Partnership Act 2004
2	Understand the procedure for the dissolution of a marriage or civil partnership	2.1	Explain the ground and the facts required to establish this ground, in relation to dissolution of marriage or civil partnership
		2.2	Distinguish between divorce and judicial separation
		2.3	Describe dissolution procedure for a marriage or civil partnership, including examples of relevant documentation
3	Understand the provisions relating to children following the breakdown of a relationship	3.1	Explain the welfare principle contained in Section 1 of the Children Act 1989
		3.2	Explain the no delay, non-intervention principle and the welfare checklist
		3.3	Describe the orders available under Section 8 of the Children Act 1989 and the circumstances in which they could be used

Unit 13: Wills and Succession

Unit reference number: F/504/0632

QCF level: 2

Credit value: 4

Guided learning hours: 21

Unit aim

The aim of this unit is to enable the learner to develop the knowledge and skills to communicate effectively with clients and fellow professionals and produce documentation appropriate for the legal environment. The learner will develop an understanding of the creation of a will the distinction between testate and intestate succession and the procedure to be followed in both cases.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand the legal requirements of a valid Will	1.1	Explain the requirements of the Wills Act 1837 in relation to the formalities of Wills
		1.2	Describe the role of the executor/s and witnesses
		1.3	Describe the circumstances in which the requirements of the Wills Act 1837 have been modified for privileged wills
		1.4	Describe how a will can be revoked
2	Know the standard format of a simple Will	2.1	Describe the basic principles of drafting a Will
		2.2	Describe the different types of legacies
		2.3	Identify an appropriate attestation clause
3	Understand the rules of intestacy	3.1	Identify circumstances in which an intestacy arises
		3.2	Identify the priority of those entitled to a grant of letters of administration
		3.3	Explain how the estate of an intestate will be distributed
		3.4	Identify how a beneficiary may forfeit his/her right to any inheritance
4	Know the different types of grant of representation issued by the Probate Registry	4.1	Describe the types of grant available where a Will is in existence
		4.2	Describe the types of grant where there is an intestacy
		4.3	Identify the situations in which the different types of grant apply
5	Understand the provisions of the Inheritance (Provision for Family and Dependents) Act 1975	5.1	Explain the categories of those entitled to claim
		5.2	Identify the jurisdiction of the court
		5.3	Explain the factors which a court will take into consideration when determining "sufficient financial provision"
		5.4	Identify the time limit for making a claim

Unit 14: Conveyancing

Unit reference number: J/504/0633

QCF level: 2

Credit value: 4

Guided learning hours: 23

Unit aim

The aim of this unit is to enable the learner to develop the knowledge and skills to communicate effectively with clients and fellow professionals and produce documentation appropriate for the legal environment. The learner will develop an understanding of the terminology appropriate to land law and the transfer of land or rights over land from one person to another.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Know how to distinguish between real and personal property	1.1	Describe what constitutes real property
		1.2	Describe what constitutes personal property
		1.3	Describe the principles of co-ownership including rights of survivorship
		1.4	Identify the main differences between freehold land and leasehold land
2	Understand the purpose and process of land registration	2.1	Explain the purpose of land registration including benefits of registration
		2.2	Describe the role of the HM Land Registry and District Registries, including events that trigger registration
		2.3	Describe the contents of the registers
		2.4	Describe overriding interests, including easements and rights of persons in actual occupation
		2.5	Describe a restrictive covenant and its effect on uses of the land
3	Understand the concept of the mortgage	3.1	Explain the purpose of a mortgage
		3.2	Describe sources of a mortgage funding
		3.3	Describe criteria used to decide whether to lend
		3.4	Describe the main features of types of mortgage and interest rate packages
		3.5	Describe the types of mortgage product
		3.6	Describe the rights of the mortgagee and mortgagor
4	Know the procedures for transferring land from a seller to a buyer	4.1	Describe the role of estate agents in the sale and purchase of property
		4.2	Describe the procedure for a seller in selling a property
		4.3	Describe the procedure for a buyer in purchasing a property
		4.4	Describe the significance of exchange of contracts and completion

Unit 15: Legal Word Processing

Unit reference number: R/600/2946

QCF level: 3

Credit value: 15

Guided learning hours: 140

Unit aim

The aim of this unit is to enable the learner to develop the knowledge and skills to produce accurate professional documentation appropriate for the legal and business environment. The learner will use advanced word-processing techniques and audio-transcription skills to edit and manipulate a variety of legal and business documents.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Use word-processing software features to produce business and complex legal documents	1.1	Create business and complex legal documents to a given house style from manuscript and printed text
		1.2	Amend and format the layout and text of complex documents including the use of automated functions
		1.3	Create and format complex tables
		1.4	Comply with written instructions and interpret amendment and correction signs
		1.5	Route originals/copies/printouts as instructed
		1.6	Perform and check calculations in complex documents
		1.7	Name, save and print draft and final copies of complex business and legal documents, as instructed
2	Transcribe business and legal documents from audio	2.1	Transcribe business and complex legal documents from audio
		2.2	Follow, interpret and implement audio conventions and instructions to produce documents, including those with complex legal terminology

Unit 16: **Business Skills in the Legal Environment**

Unit reference number: R/600/1019

QCF level: 3

Credit value: 15

Guided learning hours: 130

Unit aim

The aim of this unit is to enable the learner to develop the knowledge and skills to evaluate business management systems and identify and monitor the application of relevant legislation in the legal environment. The learner will gain an understanding of the importance of continuous improvement and effective team working and learn how to organise and coordinate events.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand the structure of the legal system and the legislation affecting the individual in a legal office	1.1	Explain the structure and personnel in the court system
		1.2	Explain the personal rights and responsibilities of the individual in maintaining a safe, healthy and secure working environment
		1.3	Carry out a basic risk assessment to monitor hazards to self and others
		1.4	Describe the employment legislation in an office
2	Understand the use of different information and communication equipment and systems in a legal office	2.1	Explain the use of different information management systems
		2.2	Evaluate information systems and suggest improvements
		2.3	Compare and evaluate manual and electronic communication systems and make recommendations for improvement
		2.4	Produce documentation according to organisational policies and procedures
3	Understand the importance of continuous improvement within a legal office	3.1	Explain the importance of individual continuous development within the working environment
		3.2	Describe techniques for identifying individual needs for development and opportunities within the organisation
		3.3	Evaluate the use of different improvement techniques used by an organisation
		3.4	Make recommendations for improvements to work practices
4	Understand the importance of effective team working within a legal office	4.1	Explain the benefits of team working
		4.2	Describe the characteristics of a productive team and how to maintain it
		4.3	Explain ways of negotiating priorities with team members and others
		4.4	Explain how to resolve potential conflict in a team
		4.5	Describe how to plan and monitor resources

Learning outcomes		Assessment criteria	
5	Plan or coordinate an event	5.1	Select appropriate venues for different types of internal and external events
		5.2	Plan each stage of an event or meeting, describing the resources/activities to be carried out
		5.3	Describe how to monitor the progress of event preparation in order to meet targets
		5.4	Prepare information and documentation for delegates
		5.5	Describe techniques and reasons for evaluating the success of an event

Unit 17: Proofreading in the Legal Environment

Unit reference number: T/600/1014

QCF level: 3

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is to enable the learner to develop the knowledge and skills to accurately proofread and amend documentation appropriate for the legal and business environments.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Proofread legal and business documents	1.1	Check, identify and amend spelling errors
		1.2	Check, identify and amend punctuation errors
		1.3	Check, identify and amend consistency errors
		1.4	Check, identify and amend grammatical errors
		1.5	Check, identify and amend presentation errors

Unit 18: **Legal Information Processing**

Unit reference number: R/600/1022

QCF level: 3

Credit value: 7

Guided learning hours: 70

Unit aim

The aim of this unit is to enable the learner to develop the knowledge and skills to use advanced features of spreadsheet and database software to manipulate data within the context of the legal environment. They will learn how to manage and integrate information effectively to produce meaningful data and reports.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Use advanced spreadsheet software features to manipulate and present data in the legal environment	1.1	Create spreadsheet files with multiple worksheets for use in the legal environment, including a header and/or footer, as instructed
		1.2	Enter and edit text and data
		1.3	Format spreadsheets
		1.4	Use a range of enhancements to make the presentation of data clearer
		1.5	Perform primary and secondary sorts
		1.6	Enter and use complex formulae and statistical functions to achieve required outcome
		1.7	Create and format charts/graphs to clearly represent spreadsheet data
		1.8	Export charts/graphs to other software applications
		1.9	Save and print spreadsheet files, charts/graphs as instructed
2	Use database software to manipulate and present data for the legal environment	2.1	Open a database to display records and fields for editing
		2.2	Create, amend and reformat a data entry form
		2.3	Amend database structure using appropriate field names and data types where appropriate
		2.4	Insert, amend and manipulate data
		2.5	Perform primary and secondary sorts
		2.6	Use a range of enhancements to make the presentation of data clearer
		2.7	Use complex queries to create a range of documents
		2.8	Name, save and print database structures, inserting a header/footer and page numbers, as instructed
3	Produce an integrated file using word processing and spreadsheet or database applications	3.1	Import from a spreadsheet or database application, maintaining a link between the files
		3.2	Format imported data as required
		3.3	Print an integrated document

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, is 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

Unit mapping overview

The table below shows the relationship between the new QCF qualification in this specification and the predecessor qualification: Edexcel BTEC Level 2 Diploma for Legal Secretaries (QCF) – QN: 600/3362/9, (last registration 30/09/2012).

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

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

KEY

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

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

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

Unit mapping overview

The table below shows the relationship between the new QCF qualification in this specification and the predecessor qualification: Edexcel BTEC Level 3 Diploma for Legal Secretaries (QCF) – QN: 600/3358/7 (last registration 30/09/2012).

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

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

KEY

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

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

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

Publications Code BA034149 January 2013

**For more information on Edexcel and BTEC qualifications please
visit our website: www.edexcel.com**

BTEC is a registered trademark of Pearson Education Limited

**Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: Edinburgh Gate, Harlow, Essex CM20 2JE. VAT Reg No GB 278 537121**