

BTEC

BTEC Customised Framework

BTEC Short Courses Guide

Policy Framework

Issue 2

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1 BTEC Customised Framework

1.1 Introduction

The BTEC Customised Framework enables providers of education and training to design flexible and customised qualifications. The BTEC Customised Framework consists of two groups of centre-devised qualifications:

- BTEC Short Course qualifications
- BTEC Higher Nationals, BTEC Nationals, BTEC Firsts and BTEC Introductory qualifications.

Table 1: BTEC Customised Framework illustrates the qualifications that you can develop within the BTEC Customised Framework. These qualifications can support access to education and employment, lifelong learning or the requirements of particular employers and employees.

All new centre-devised qualifications must be developed using the BTEC Customised Framework Guide. **This guide covers Customised BTEC Short Courses only¹**. In addition to this guide there is also the Handbook for Customised BTEC Short Courses. The handbook provides detailed guidance on how to develop your customised qualification.

BTEC Customised qualifications can be devised using existing NQF BTEC units or you can write your own units. It is important to note that your centre-devised qualification will not be submitted to the National Qualification Framework (NQF) and consequently, where required, you will have to identify a funding source for your qualification².

Before you embark on developing a qualification, you are advised to discuss your education and/or training needs with your Edexcel regional support team. Or you may wish to contact Edexcel Providing Solutions for their customised qualification development services. (See *Appendix 1: Support from Edexcel* for contact details.)

¹ For Customised BTEC Higher Nationals, BTEC Nationals, BTEC Firsts and BTEC Introductory qualifications, please see the separate BTEC Customised Framework Guide for these qualifications.

² The qualifications on the BTEC Customised Framework do not attract Achievement and Attainment Tables points or UCAS points. These qualifications are for post compulsory education learners.

Table 1: BTEC Customised Framework

Qualification level	BTEC Customised Short Courses	BTEC Customised Higher Nationals, Nationals, Firsts and Introductory
8	BTEC Advanced Professional Award/Certificate/Diploma	
7	BTEC Advanced Professional Award/Certificate/Diploma	
6	BTEC Professional Award/Certificate/Diploma	
5	BTEC Professional Award/Certificate/Diploma	BTEC Higher National Certificate/Diploma
4	BTEC Professional Award/Certificate/Diploma	
3	BTEC Advanced Award/Certificate/Diploma	BTEC National Award/Certificate/Diploma
2	BTEC Intermediate Award/Certificate/Diploma	BTEC First Certificate/Diploma
1	BTEC Foundation Award/Certificate/Diploma	BTEC Introductory Certificate/Diploma
Entry	BTEC Entry Award/Certificate/Diploma	

1.2 Benefits

Some of the benefits of the BTEC Customised Framework are:

- its flexibility, coherence and relevance across nine levels
- certification of small or larger blocks of learning
- the opportunity to customise a qualification for specific employment or industry needs
- the potential for links to existing BTEC qualifications or to others which are recognised by other organisations
- the ability to provide the knowledge, skills and understanding to underpin the National Occupational Standards for a particular sector
- the opportunities for progression to either a higher-level qualification or to an extended programme of study at the same level.

1.3 Selecting a qualification

The following sections of this guidance describe the key aspects of the customised BTEC Short Courses. This information will help you decide which qualification best suits your needs. Support on selecting the qualification that can meet your requirements is available from your Edexcel contact.

BTEC Short Course qualifications offer flexibility. These qualifications can be designed from a choice of unit sizes and qualification sizes. They are available from Entry Level to Level 8. It is possible to devise these qualifications using BTEC NQF units or you can write your own units.

1.4 Transition arrangements

From 1 January 2006 all new centre devised qualifications must be developed using the new levels in *Appendix 2*. This version of the BTEC Customised Framework Guide supersedes the BTEC Customised Framework Guide Issue 1 September 2003 order code: B014292.

Customised qualifications approved as part of the September 2003 BTEC Customised Framework can continue to be offered until the end of their validity (as indicated on the relevant Programme Definition). After the expiry of the validation period, these qualifications on the September 2003 BTEC Customised Framework will be granted an extension of a further year but will have to be amended and during this time may be re-approved on to the revised BTEC Customised Framework.

To develop customised qualifications you are required to adhere to the policy in this revised guide and follow the information on the design, development and implementation of your centre-devised qualification within the revised *BTEC Customised Framework Handbook*. Your Edexcel contact is able to advise on and support you with the development of your qualification (see *Appendix 1* for contact details). Also you will need to follow Edexcel's centre and qualification approval processes, which are detailed in the *BTEC Customised Framework Handbook*. Again, your Edexcel contact can guide you through the necessary steps.

2 BTEC Customised Framework – Short Courses

2.1 Introduction

BTEC Short Course qualifications are flexible, centre-devised qualifications that offer a choice of levels and qualification sizes and can be packaged to provide blocks of learning at the same level or at different levels. The qualification can be designed using NQF BTEC units or you can write your own units.

Table 2 shows the customised BTEC Short Course title that relates to each level and size of qualification. Given the nature of Level 8 qualifications, it is unlikely that BTEC Short Course customised qualifications will be approved at this level. If you do require a BTEC Short Course customised qualification at Level 8, you are advised to contact your regional representative for early dialogue.

Table 2: BTEC Short Courses

BTEC Short Courses			
Qualification level	Award 10-100 hours	Certificate 120-200 hours	Diploma 220-300 hours for Entry to Level 3 and no upper limit for Levels 4 to 8
8	BTEC Advanced Professional Award	BTEC Advanced Professional Certificate	BTEC Advanced Professional Diploma
7	BTEC Advanced Professional Award	BTEC Advanced Professional Certificate	BTEC Advanced Professional Diploma
6	BTEC Professional Award	BTEC Professional Certificate	BTEC Professional Diploma
5	BTEC Professional Award	BTEC Professional Certificate	BTEC Professional Diploma
4	BTEC Professional Award	BTEC Professional Certificate	BTEC Professional Diploma
3	BTEC Advanced Award	BTEC Advanced Certificate	BTEC Advanced Diploma
2	BTEC Intermediate Award	BTEC Intermediate Certificate	BTEC Intermediate Diploma
1	BTEC Foundation Award	BTEC Foundation Certificate	BTEC Foundation Diploma
Entry	BTEC Entry Award	BTEC Entry Certificate	BTEC Entry Diploma

2.2 Qualification levels

Each qualification must have a designated level, from Entry Level to Level 8.

At least 75% of the total qualification hours must be at one overall qualification level. This allows 25% of the total qualification hours to be made up of units at different levels to the overall qualification level.

The depth, breadth and complexity of knowledge, understanding and skills within your qualification will define your qualification level. The selected level of your BTEC Short Course qualification will determine the title of Advanced Professional, Professional, Advanced, Intermediate, Foundation or Entry, as shown in *Table 2*.

At least 75% of the total qualification hours must be composed of units at the same level as the overall qualification. This permits 25% of the total qualification size to be composed of units at different levels to the overall qualification level. For example in a Level 3 qualification composed of a total of 120 hours, at least 90 hours of the qualification must be at Level 3. The use of different level units may be useful when practical or theoretical skills are required at a different level to the vocational skills. See *Section 2.5: BTEC Short Courses: unit level* for information on determining the level of a unit.

2.3 Qualification size

The BTEC Short Courses offer the choice to develop an Award, Certificate or Diploma qualification (see *Table 2* for qualification sizes).

- Award – 10 to 100 hours
- Certificate – 120-200 hours
- Diploma – Entry to Level 3 220 to 300 hours and no upper limit for Level 4 and above.

The size of your qualification is determined in hours. Depending on the number of hours, your qualification will be an Award, a Certificate or a Diploma; for instance if the qualification size totals 90 hours then it will be classified as an Award.

2.4 Unit size

The smallest unit size consists of 10 guided learning hours. Other unit sizes can be any multiple of 10 to a maximum unit size of 120 guided learning hours.

The definition of guided learning hours is 'a notional measure of the substance of a qualification'. It includes an estimate of time that might be allocated to direct teaching, instruction, and assessment, together with other structured learning time, such as directed assignments or supported individual study. It excludes learner-initiated private study.

All of the qualifications within the BTEC Customised Framework must be made up of units. The size of a unit is measured in guided learning hours.

Units in a single qualification can all be of the same size or different sizes. A BTEC Short Course qualification can consist of only one unit, if this fits your particular requirements.

Your qualification may be composed of NQF BTEC units or you may write your own units. If you wish to use NQF BTEC units please see *Section 2.7: Imported units from other qualifications*.

2.5 Unit level

All qualifications must be composed of individual units. Each unit must have a single level. The level of the unit will be informed by the NICATS³ level descriptors and where appropriate the National Occupational Standards and/or other sector/professional benchmarks.

All units must be assigned a level using the NICATS level descriptors (*Appendix 2*). For some sectors other key factors alongside the NICATS will inform the level of your unit for example:

- National Occupational Standards (NOS)
- sector/professional benchmarks
- professional judgement.

2.6 Core and option units

All units must be expressed in learning outcomes and must contain assessment criteria. Each unit must be defined as a core or an option unit. All core units and a specified number of optional units must be undertaken by all learners.

The qualification must clearly specify the number of mandatory core units and the required number of any option units.

The units in the BTEC Short Course qualification can consist of mandatory core units only or the qualification can be composed of core units and a group of option units. If you are offering choice in your qualification then you must make clear:

- the core units
- the option units
- how many option units must be completed to be awarded the full qualification.

Mandatory core units are taken by all learners and the features of the core units may include:

- a broad-based introduction to the qualification
- the underpinning learning for the subject area
- a springboard for further specialised study.

The feature of option units may include:

- a greater focus on a specialised area
- building on the fundamentals introduced in the core
- a greater breadth of learning
- a greater depth of learning
- providing learners with a choice.

For all the units you write you will own the intellectual property rights.

A standard BTEC unit template is shown in *Appendix 3* and further information on unit writing can be found in the *BTEC Customised Handbook*.

³ Northern Ireland Credit Accumulation Transfer System

2.7 Imported units from other qualifications

Units from standard BTEC qualifications can be incorporated into a customised BTEC Short Course qualification, provided this supports the coherence of your qualification and is subject to the rules set out in *Appendix 4: The use of units from standard BTEC qualifications* and *Appendix 5: Significant overlap*.

If you are importing units from other qualifications, you must use the learning outcomes and assessment and grading requirements of the adopted unit.

You are welcome to use existing standard NQF Edexcel units if this suits the interests of your learners or you may write your own units. If you plan to use standard NQF Edexcel units in your customised BTEC Short Courses please note that:

- the adopted standard NQF unit's requirements must not be altered
- you must use the learning outcomes and assessment and grading requirements of the adopted unit (see *Section 2.6* and *Appendix 4*)
- a customised BTEC Short Course qualification can be composed entirely of standard Edexcel units provided the resultant qualification is meaningful, fulfils your aims and does not duplicate or significantly overlap any standard qualification
- standard Edexcel externally assessed units cannot be used in a customised BTEC Short Course qualification.

Further qualification specific rules are listed in *Appendices 2* and *3*. For the successful approval of your qualification it is important that you follow these rules. Your Edexcel contact can offer you guidance on the standard Edexcel units, which you can import into your customised qualification.

2.8 Assessment and grading

The assessment of the BTEC Short Course qualifications is at unit level. The notification of performance, which is issued with the qualification certificate, will record all the units achieved by the learner and if the units are graded will include the unit grade.

There is no overall qualification grade.

The BTEC Short Course qualifications are internally assessed by you. Edexcel provides quality assurance through external verification.

For all the units you write, you can select to assess and grade BTEC Short Course qualification units as pass, merit or distinction. Alternatively you can choose not to grade your units but assess each unit as pass or not achieved. It is your decision to grade or not to grade your units.

The simple approach is not to grade your units. A pass is awarded for the achievement of all learning outcomes against the specified pass assessment criteria. Learners need to achieve all the pass assessment criteria to pass the unit. All learners, regardless of how well they achieve the pass assessment criteria, will only have pass recorded on their notification of performance. Some units are best assessed using this approach, for example a qualification:

- containing units that are competence based
- containing units that are based on personal skills development (confidence, assertiveness, etc)
- at Entry Level/Level 1, where pass/not achieved is often the most suitable method to assess the learner's achievement.

The second approach is to assess and grade each unit at pass, merit or distinction, thus differentiating the learner's performance. A pass is awarded for a unit, based on the achievement of all the pass assessment criteria for that unit. Merit and distinction grades are awarded for higher-level achievement. The assessment and grading of evidence at merit and distinction level is based on the application of generic grade descriptors. Merit and distinction generic grade descriptors for Level 1 to 5 are defined by Edexcel and can be found on the Edexcel website⁴. For qualifications at Levels 6, 7 and 8, because of the specific requirements of these levels, you can devise your own grading criteria for merit and distinction grades that are relevant to your sector/area.

If you are importing units from other qualifications, you must use the learning outcomes and assessment and grading requirements of the adopted unit (see *Section 2.6* and *Appendix 4*).

A single qualification may have more than one approach to unit assessment and grading. That is provided each unit's assessment and grading method:

- is appropriate to the unit
- is appropriate to the overall qualification aims
- does not undermine the coherence of the qualification.

Your Edexcel contact can offer guidance on assessment.

2.9 Qualification titles

The qualification title must:

- reflect the content of your qualification
- not duplicate or emulate standard Edexcel qualification titles (eg e-Business and e-Businesses).

A qualification title can be defined once the qualification level and size have been decided. The qualification title must relate to the nature, aims and content of your qualification. It is advisable that you obtain Edexcel approval for your qualification title before you produce marketing material that uses an unapproved qualification title. Your Edexcel contact can offer you guidance on qualification title approval.

Within certain parameters Higher Education Institutes with the Edexcel Licence Agreement can create their own qualification titles. If your centre does not have such an agreement with Edexcel, you must follow the information in the BTEC Customised Handbook on the construction of qualification titles. Your Edexcel contact will also be able to guide you on qualification title construction.

2.10 Intellectual property rights

Edexcel will own the BTEC qualification title but you will own the intellectual property rights for all the units you write.

Edexcel reserves the right to withdraw the BTEC logo and the BTEC qualification title at any time.

⁴ Generic grade descriptors for Levels 1 and 4 are in development.

3 Appendices

Appendix 1: Support from Edexcel

In developing a BTEC Customised Framework qualification, a centre has the full support of its Regional Development Manager. These local contacts provide a comprehensive and effective service, which includes:

- initial advice on the BTEC Customised Framework
- curriculum development advice relating to your proposals
- support relating to the qualification rationale, approval documentation and guidance
- assistance with the development of your BTEC customised qualification
- liaison between you and teams in London.

You can make use of Edexcel's <i>Providing Solutions</i> service	
Website:	www.edexcel.org.uk/sfc/providing-solutions
Email:	providingsolutions@edexcel.org.uk
Employers/training providers please contact:	
Employers – Business Development Team Edexcel One90 High Holborn London WC1V 7BH Telephone: 020 7190 4864 Fax: 020 7190 5637	
Further Education/Higher Education please contact your nearest Edexcel office:	
Birmingham Office 2nd Floor, Block B 3 Broadway Broad Street Birmingham B15 1BQ Telephone: 0121 616 2585 Fax: 0121 616 2576 Email: birmingham@edexcel.org.uk	Bristol Office Cribbs Business Centre Hollywood Lane Cribbs Causeway Bristol BS10 7TW Telephone: 01179 501908 Fax: 01179 501115 Email: bristol@edexcel.org.uk
Cardiff and Northern Ireland Office Unit C Fairway House Links Business Park St Mellons Cardiff CF3 0LT Telephone: 02920 794 865 Fax: 02920 362830 Email: cardiff@edexcel.org.uk	Leeds Office 1st Floor, Alpha House Redvers Close Lawnswood Business Park Leeds LS16 6QY Telephone: 0113 224 2255 Fax: 0113 224 2277 Email: leeds@edexcel.org.uk

Appendix 2: NICATS level descriptors

Summary of the NICATS⁵ level descriptors

The level descriptors should be seen as a developmental continuum in which preceding levels are necessarily subsumed within those which follow.

Learning accredited at this level will reflect the ability to:

- **Entry Level** – employ recall and demonstrate elementary comprehension in a narrow range of areas, exercise basic skills within highly structured contexts, and carry out directed activity under close supervision.
- **Level 1** – employ a narrow range of applied knowledge, skills and basic comprehension within a limited range of predictable and structured contexts, including working with others under direct supervision, but with a very limited degree of discretion and judgement about possible action.
- **Level 2** – apply knowledge with underpinning comprehension in a number of areas and employ a range of skills within a number of contexts, some of which may be non-routine; and undertake directed activities, with a degree of autonomy, within time constraints.
- **Level 3** – apply knowledge and skills in a range of complex activities demonstrating comprehension of relevant theories; access and analyse information independently and make reasoned judgements, selecting from a considerable choice of procedures, in familiar and unfamiliar contexts; and direct own activities, with some responsibility for the output of others.
- **Level 4** – develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialised skills; evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; and operate in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs.
- **Level 5** – generate ideas through the analysis of concepts at an abstract level, with a command of specialised skills and the formulation of responses to well defined and abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; and accept responsibility for determining and achieving personal and/or group outcomes.
- **Level 6** – critically review, consolidate and extend a systematic and coherent body of knowledge, utilizing specialised skills across an area of study; critically evaluate new concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations; and accept accountability for determining and achieving personal and/or group outcomes.
- **Level 7** – display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for related decision making including use of supervision.
- **Level 8** – make a significant and/original contribution to a specialised field of inquiry demonstrating a command of methodological issues and engaging in critical dialogue with peers; accepting full accountability for outcomes.

⁵ Northern Ireland Credit Accumulation Transfer System

NICATS level descriptors

Level	Intellectual skills and attributes	Processes	Accountability
Entry	<p>Employ recall and demonstrate elementary comprehension in a narrow range of areas with dependency on ideas of others.</p> <p>Exercise basic skills.</p> <p>Receive and pass on information.</p>	<p>Operate mainly in closely defined and highly structured contexts.</p> <p>Carry out processes that are repetitive and predictable.</p> <p>Undertake the performance of clearly defined tasks.</p> <p>Assume a limited range of roles.</p>	<p>Carry out directed activity under close supervision.</p> <p>Rely entirely on external monitoring of output and quality.</p>
1	<p>Employ a narrow range of applied knowledge and basic comprehension.</p> <p>Demonstrate a narrow range of skills.</p> <p>Apply known solutions to familiar problems.</p> <p>Present and record information from readily available sources.</p>	<p>Show basic competence in a limited range of predictable and structured contexts.</p> <p>Utilise a clear choice of routine responses.</p> <p>Co-operate with others.</p>	<p>Exercise a very limited degree of discretion and judgement about possible actions.</p> <p>Carry restricted responsibility for quantity and quality of output.</p> <p>Operate under direct supervision and quality control.</p>
2	<p>Apply knowledge with underpinning comprehension in a number of areas.</p> <p>Make comparisons.</p> <p>Interpret available information.</p> <p>Demonstrate a range of skills.</p>	<p>Choose from a range of procedures performed in a number of contexts, some of which may be non-routine.</p> <p>Co-ordinate with others.</p>	<p>Undertake directed activity with a degree of autonomy.</p> <p>Achieve outcomes within time constraints.</p> <p>Accept increased responsibility for quantity and quality of output subject to external quality checking.</p>

NICATS level descriptors (*continued*)

Level	Intellectual skills and attributes	Processes	Accountability
3	<p>Apply knowledge and skills in a range of complex activities, demonstrating comprehension of relevant theories.</p> <p>Access and evaluate information independently.</p> <p>Analyse information and make reasoned judgements.</p> <p>Employ a range of responses to well defined but often unfamiliar or unpredictable problems.</p>	<p>Operate in a variety of familiar and unfamiliar contexts using a range of technical or learning skills.</p> <p>Select from a considerable choice of procedures.</p> <p>Give presentations to an audience.</p>	<p>Engage in self-directed activity with guidance/evaluation.</p> <p>Accept responsibility for quantity and quality of output.</p> <p>Accept limited responsibility for the quantity and quality of the output of others.</p>
4	<p>Develop a rigorous approach to the acquisition of a broad knowledge base.</p> <p>Employ a range of specialised skills.</p> <p>Determine solutions to a variety of unpredictable problems.</p> <p>Generate a range of responses, a limited number of which are innovative, to well defined but often unfamiliar problems.</p> <p>Evaluate information, using it to plan and develop investigative strategies.</p>	<p>Operate in a range of varied and specific contexts involving creative and non-routine activities.</p> <p>Exercise appropriate judgement in planning, selecting or presenting information, methods or resources.</p>	<p>Undertake self-directed and a limited amount of directive activity.</p> <p>Operate within broad general guidelines or functions.</p> <p>Take responsibility for the nature and quantity of outputs.</p> <p>Meet specified quality standards.</p>

NICATS level descriptors (*continued*)

Level	Intellectual skills and attributes	Processes	Accountability
5	<p>Generate ideas through the analysis of information and concepts at an abstract level.</p> <p>Command wide ranging, specialised technical, creative and/or conceptual skills.</p> <p>Formulate appropriate responses to resolve well-defined and abstract problems.</p> <p>Analyse, reformat and evaluate a wide range of information.</p>	<p>Utilise diagnostic and creative skills in a range of technical, professional or management functions.</p> <p>Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes.</p>	<p>Accept responsibility and accountability within broad parameters for determining and achieving personal and/or group outcomes.</p>
6	<p>Critically review, consolidate and extend a systematic and coherent body of knowledge.</p> <p>Utilise highly specialised technical or scholastic skills across an area of study.</p> <p>Utilise research skills.</p> <p>Critically evaluate new information, concepts and evidence from a range of sources.</p>	<p>Transfer and apply diagnostic and creative skills in a range of situations.</p> <p>Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes including resourcing.</p>	<p>Accept.</p> <p>Accept accountability for determining and achieving personal and/or group outcomes.</p> <p>Begin to lead multiple, complex and heterogeneous groups.</p>

NICATS level descriptors (*continued*)

Level	Intellectual skills and attributes	Processes	Accountability
7	<p>Display mastery of a complex and specialised area of knowledge and skills.</p> <p>Demonstrate expertise in highly specialised and advanced technical, professional and/or research skills.</p>	<p>Conduct research, or advanced technical or professional activity, using and modifying advanced skills and tools.</p> <p>Design and apply appropriate research methodologies.</p> <p>Communicate results of research to peers.</p> <p>Develop new skills to a high level, including novel and emerging techniques.</p> <p>Act in a wide variety of unpredictable and advanced professional contexts.</p>	<p>Accept accountability in related decision making including use of supervision.</p> <p>Take significant responsibility for the work of other professional staff; lead and initiate activity.</p>
8	<p>Make a significant and original contribution to a specialised field of enquiry.</p> <p>Respond to abstract problems that expand and redefine existing procedural knowledge.</p>	<p>Demonstrate command of methodological issues.</p> <p>Communicate results of research to peers and engage in critical dialogue.</p> <p>Develop new skills, techniques, tools, practices and/or materials.</p>	<p>Accept accountability in related decision making including use of supervision.</p> <p>Lead and originate complex social processes.</p>

Appendix 3: BTEC unit template

Below is an outline of a BTEC unit template, showing the order of the sections and the associated headings.

<p>Unit x: Unit title</p> <p><i>Unit number and title. The title should accurately reflect the content of the unit and be no more than 80 characters including spaces.</i></p> <p>Learning hours: x hours</p> <p><i>The number of learning hours must be indicated.</i></p> <p>Unit level: x</p> <p><i>This will be, for example, L2 or L3.</i></p>
<p>Unit description</p> <p><i>A concise statement describing the aim(s) of the unit and the knowledge, skills and understanding to be developed by the learner. The links to other units in the qualification and links to other relevant qualifications, eg NVQs, key skills, may also be included. The type of unit (ie core or option) and the mode of assessment can also be stated.</i></p> <p>Summary of learning outcomes</p> <p>To achieve this unit a learner must:</p> <ol style="list-style-type: none">1.2.3. <p><i>Learning outcomes state exactly what a learner should 'know, understand or be able to do' when s/he has completed the unit. Learning outcomes are key to assessment and care should be taken to write them clearly in a way that is unambiguous about what is expected of the learner. Key word(s) that will need amplification in the content section must be in bold.</i></p>
<p>Content</p> <p><i>For each learning outcome the knowledge, skills or understanding required in order to achieve the outcome is identified in the content. This is arranged in sections that relate back to each of the learning outcomes. Each section begins with the word(s) in bold from the learning outcome. Within each section, there are likely to be more areas of learning. Each area of learning should begin with a key term or short phrase written in italics and then amplified in plain text.</i></p>
<p>Assessment</p> <p><i>The assessment and grading criteria address each learning outcome, defining the standard of response required from the learner to achieve the unit.</i></p>
<p>Guidance on delivery and assessment</p> <p><i>Advice, ideas and guidance on delivery and assessment of the unit are expanded. Also, links to other units, resources and suggested reading are included. You must list for each unit the essential resources required to deliver the unit.</i></p> <ul style="list-style-type: none">• Delivery• Assessment• Links• Resources• Suggested reading

Appendix 4: The use of units from standard Edexcel qualifications

Requirements which apply to:	Requirement
<ul style="list-style-type: none"> • NVQ • NQF BTEC Higher Nationals, Nationals, Firsts, Introductory and Short Course qualifications 	<ul style="list-style-type: none"> • The adopted unit's learning outcomes and assessment requirements must not be altered. • A customised qualification can be composed entirely of standard units, provided the resultant qualification is meaningful, fulfils your aims and does not duplicate or significantly overlap any standard Edexcel qualification. • Any unit that is externally assessed cannot be inserted into a BTEC Customised Framework qualification. • NVQ units cannot be included in customised BTEC Higher Nationals, BTEC Nationals, BTEC Firsts and BTEC Introductory qualifications.
<p>BTEC qualifications:</p> <ul style="list-style-type: none"> • NQF BTEC Higher Nationals, Nationals, Firsts and Introductory • NQF BTEC Short Course qualifications • BTEC Customised Framework qualifications 	<ul style="list-style-type: none"> • Units from any NQF BTEC Higher Nationals, Nationals, Firsts and Introductory qualifications can be included, provided the units are not externally assessed. • Units from any NQF BTEC Short Course qualifications can be included provided they are not externally assessed. • Units from the BTEC Customised Framework qualifications can be included, provided authorisation has been granted by the units' owners. • The accreditation of the customised qualification will be dependent on the accreditation of the oldest transferred BTEC unit. • BTEC customised qualifications must not significantly overlap standard, NQF BTEC qualifications, see <i>Appendix 5</i> for significant overlap.
<p>NVQ</p>	<ul style="list-style-type: none"> • Only NVQ units for which Edexcel has been accredited can be used. • Units from NVQs can be considered provided they do not require external assessment. If the assessment strategy for a NVQ requires additional independent assessment for certain units, these units cannot be used in customised qualifications. • The accreditation of the customised qualification will be dependent on the accreditation of the oldest NVQ unit. • Normally, a qualification will be composed of NVQ units from two different NVQ qualifications.
<p>Units from other NQF qualifications</p>	<ul style="list-style-type: none"> • Units from general qualifications, GCEs and GCSEs in Applied subjects, GNVQ, Adult Literacy and Numeracy or key skill cannot be used in a BTEC Customised Framework qualification.

Appendix 5: Significant overlap

BTEC customised qualifications must not duplicate standard, NQF BTEC qualifications. Significant overlap relates to the number of mandatory units from the standard, NQF BTEC qualification that can be used in the BTEC customised qualification. The grid below defines the number of mandatory units that can be imported from a single standard, NQF BTEC qualification.

Number of mandatory units (including externally assessed units) in the standard, NQF BTEC qualification*	Number of mandatory NQF BTEC units that can be used in a BTEC customised qualification
3	2
4	2
5	3
6	3
7	4
8	4
Above 8	If you want to develop a qualification in an area that has a standard NQF BTEC qualification with more than eight mandatory units, you must discuss this with your Edexcel contact.

*For customised BTEC Introductory qualifications, you must follow the structure of the standard NQF qualification **but** you cannot use any of the core units. You may make use of the personal skills units and the option units, if these units are relevant to your learners.

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For more information on Edexcel and BTEC qualifications please contact
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