BTEC Level 3

edexcel

BTEC Level 3 Certificate,
BTEC Level 3 Subsidiary Diploma,
BTEC Level 3 90-credit Diploma,
BTEC Level 3 Diploma and
BTEC Level 3 Extended Diploma in

Information Technology (QCF)

Specification

Issue 2

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Contents

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

BTEC qualification titles covered by this specification

Edexcel BTEC Level 3 Certificate in Information Technology

Edexcel BTEC Level 3 Subsidiary Diploma in Information Technology

Edexcel BTEC Level 3 90-credit Diploma in Information Technology

Edexcel BTEC Level 3 Diploma in Information Technology

Edexcel BTEC Level 3 Extended Diploma in Information Technology

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. As well as a QN, each unit within a qualification also has a QCF unit reference number (URN).

The qualification title, QN and URNs will appear on learners' final certification documentation.

The QNs for the qualifications in this publication are:

Edexcel BTEC Level 3 Certificate in IT (QCF)	500/9148/7
Edexcel BTEC Level 3 Subsidiary Diploma in IT (QCF)	500/9147/5
Edexcel BTEC Level 3 90-credit Diploma in IT (QCF)	600/3887/1
Edexcel BTEC Level 3 Diploma in IT (QCF)	500/9150/5
Edexcel BTEC Level 3 Extended Diploma in IT (QCF)	500/9149/9

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

What are BTEC Level 3 qualifications?

The BTEC qualifications in this specification are undertaken in further education, by sixth-form colleges, schools and other training providers, and have been since they were introduced in 1984. Their purpose, approaches to teaching, learning and assessment are established and understood by teaching professionals, employers and learners alike.

The BTEC qualifications in this specification have been revised to fit the Qualifications and Credit Framework (QCF). The revised titles are:

- Edexcel BTEC Level 3 Certificate in IT
- Edexcel BTEC Level 3 Subsidiary Diploma in IT
- Edexcel BTEC Level 3 90-credit Diploma in IT
- Edexcel BTEC Level 3 Diploma in IT
- Edexcel BTEC Level 3 Extended Diploma in IT.

They maintain the same equivalences, benchmarks and other articulations (for example SCAAT points, UCAS Tariff points) as their predecessor qualifications. The table below identifies the titling conventions and variations between the 'old' (NQF) and 'new' (QCF) qualifications:

Predecessor BTEC Nationals (accredited 2007)	QCF BTEC Level 3 qualifications (for delivery from September 2010)
Not applicable	Edexcel BTEC Level 3 Certificate
Edexcel Level 3 BTEC National Award	Edexcel BTEC Level 3 Subsidiary Diploma
Not applicable	Edexcel BTEC Level 3 90-credit Diploma
Edexcel Level 3 BTEC National Certificate	Edexcel BTEC Level 3 Diploma
Edexcel Level 3 BTEC National Diploma	Edexcel BTEC Level 3 Extended Diploma

The BTEC qualifications in this specification are QCF level 3 qualifications designed to provide highly specialist, work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. These qualifications accredit the achievement for courses and programmes of study for full-time or part-time learners in schools, colleges and other training provider organisations. The qualifications provide career development opportunities for those already in work, and progression opportunities to higher education, degree and professional development programmes within the same or related areas of study, within universities and other institutions.

The BTEC qualifications in this specification provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Sector Skills Councils (SSCs) and/or Standards Setting Bodies (SSBs). Certain BTEC qualifications are recognised as Technical Certificates and form part of the Apprenticeship Framework. They attract UCAS points that equate to similar-sized general qualifications within education institutions within the UK.

On successful completion of a BTEC level 3 qualification, a learner can progress to or within employment and/or continue their study in the same, or related vocational area.

It should be noted that the titling conventions for the revised QCF versions of the BTEC Firsts have also changed; see the relevant BTEC specifications on our website (www.edexcel.com).

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

There are three sizes of qualification in the QCF:

- Awards (1 to 12 credits)
- Certificates (13 to 36 credits)
- Diplomas (37 credits and above).

Every unit and qualification in the framework has a credit value.

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

The credit value of a unit is based on:

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

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

Edexcel BTEC Level 3 Certificate – 30 credits

The 30-credit BTEC Level 3 Certificate offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector. The BTEC Level 3 Certificate is a qualification which can extend a learner's programme of study and give vocational emphasis. The BTEC Level 3 Certificate is broadly equivalent to one GCE AS Level.

The BTEC Level 3 Certificate is also suitable for more mature learners, who wish to follow a vocational programme of study as part of their continued professional development or who want to move to a different area of employment.

Edexcel BTEC Level 3 Subsidiary Diploma – 60 credits

The 60-credit BTEC Level 3 Subsidiary Diploma extends the specialist work-related focus of the BTEC Level 3 Certificate and covers the key knowledge and practical skills required in the appropriate vocational sector. The BTEC Level 3 Subsidiary Diploma offers greater flexibility and a choice of emphasis through the optional units. It is broadly equivalent to one GCE A Level.

The BTEC Level 3 Subsidiary Diploma offers an engaging programme for those who are clear about the area of employment that they wish to enter. These learners may wish to extend their programme through the study of a general qualifications such as GCE AS Levels, additional specialist learning (for example through another BTEC qualification) or a complementary NVQ. These learning programmes can be developed to allow learners to study related and complementary qualifications without duplication of content.

For adult learners, the BTEC Level 3 Subsidiary Diploma can extend their experience of work in a particular sector. It may also be a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

The predecessor qualification to the BTEC Level 3 Subsidiary Diploma is the Edexcel Level 3 BTEC National Award accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus as the revised QCF-accredited qualification.

Edexcel BTEC Level 3 90-credit Diploma – 90 credits

This qualification broadens and expands the specialist work-related focus of the BTEC Level 3 Subsidiary Diploma and encompasses the essential skills, knowledge and understanding needed to gain confidence and progression.

There is potential for the qualification to prepare learners for progression within education or into employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to study in detail or work in a particular area of work. It is broadly equivalent to 1.5 GCE A Levels and provides a programme of study manageable in a year so that learners can bank and then build on their achievement. In this way it encourages progression for those learners who wish to undertake a one-year course of study because of individual circumstances.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a larger or different level 3 programme. Other learners may want to extend the specialism they studied on the BTEC Level 3 Certificate or the BTEC Level 3 Subsidiary Diploma programme. Learners may also be able to use the BTEC Level 3 90-credit Diploma to gain partial achievement and have the requisite skills, knowledge and understanding needed in the sector.

For adult learners the BTEC Level 3 90-credit Diploma can extend their experience of working in a particular sector. It could also be a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Edexcel BTEC Level 3 Diploma – 120 credits

The 120-credit BTEC Level 3 Diploma broadens and expands the specialist work-related focus from the BTEC Level 3 Subsidiary Diploma and the BTEC Level 3 90-credit Diploma. There is potential for the qualification to prepare learners for employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to enter a particular area of work. It is broadly equivalent to two GCE A Levels.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a level 4 programme. Other learners may want to extend the specialism they studied on the BTEC Level 3 Certificate, BTEC Level 3 Subsidiary Diploma or BTEC Level 3 90-credit Diploma programme.

The predecessor qualification to the BTEC Level 3 Diploma is the Edexcel Level 3 BTEC National Certificate accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus to the revised QCF-accredited qualification.

Edexcel BTEC Level 3 Extended Diploma – 180 credits

The 180-credit BTEC Level 3 Extended Diploma extends and deepens the specialist work-related focus from the BTEC Level 3 90-credit Diploma and the BTEC Level 3 Diploma. There is potential for the qualification to prepare learners for appropriate direct employment in the vocational sector and it is suitable for those who have decided that they clearly wish to enter a particular specialist area of work. It is broadly equivalent to three GCE A Levels.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a higher education foundation degree, HND or other professional development programme. Other learners may want to extend the specialist nature of the subjects they studied on the Level 3 BTEC Diploma or another programme of study.

The predecessor qualification to the BTEC Level 3 Extended Diploma is the Edexcel Level 3 BTEC National Diploma accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus to the revised QCF-accredited qualification.

Key features of the BTEC Nationals in IT

The BTEC qualifications in this specification have been developed in the IT sector to:

- give education and training for IT employees

- give IT employees opportunities to achieve a nationally recognised level 3 vocationally-specific qualification

- give full-time learners the opportunity to enter employment in the IT sector or to progress to vocational qualifications such as the Edexcel BTEC Higher Nationals in Computing and Systems Development

- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Rationale for these BTEC qualifications in IT

BTEC Level 3 qualifications that are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare them for employment. The qualifications also provide career development opportunities for those already in work. Consequently they can provide a course of study for full-time or part-time learners in schools, colleges and training centres.

The family of BTEC Level 3 in IT qualifications includes Certificate, Subsidiary Diploma, 90-credit Diploma, Diploma and Extended Diploma which offer opportunities for nested provision and flexibility of delivery.

BTEC Level 3 in IT qualifications are designed to relate to the National Occupational Standards for the sector, where these are appropriate, and are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). Some BTEC Level 3 in IT qualifications form the technical certificate component of apprenticeships and all attract UCAS points that equate to similar-sized general qualifications.

On successful completion of a BTEC Level 3 in IT qualification, learners can progress into or within employment and/or continue their study in the same vocational area.

This specification provides content and structures that help learners to acquire the skills and knowledge needed to work as professionals in the IT sector. Key aspects are:

- reduced set of mandatory units so that the centre and learners can choose appropriate sets and combinations to meet their interests and aspirations

- fully embedded vendor awards with no requirement for double assessment.

- units based on the National Occupational Standards and contextualised to the IT environment

- simple and consistent nesting of qualifications to allow learners to choose specialist pathways later in their programmes of study

- use of some level 2 vendor units from the BTEC Level 2 in IT qualification as optional units

- embedded units from the Business and Creative Media BTEC Level 3 qualifications

- the ability to bring defined units in from other sectors using the 'Meeting Local Needs' process.

National Occupational Standards

These BTEC qualifications are designed to provide much of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs. NOS form the basis of National Vocational Qualifications (NVQs). The qualifications in this specification do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS.

The Edexcel BTEC Level 3 qualifications in IT relate to e-skills' UK IT Professional NOS. At the time of publication, this specification contains the underpinning knowledge and understanding expressed in the latest standards and is fully supported by e-skills.

Rules of combination for Edexcel BTEC Level 3 qualifications in this specification

The rules of combination specify the:

- total credit value of the qualification
- the minimum credit to be achieved at, or above, the level of the qualification
- the mandatory unit credit
- the optional unit credit
- the maximum credit that can come from other QCF level 3 BTEC units.

When combining units for a BTEC qualification, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 3 Certificate in IT

1   Qualification credit value: a minimum of 30 credits.

2   Minimum credit to be achieved at, or above, the level of the qualification: 23 credits.

3   Mandatory unit credit: 20 credits.

4   Optional unit credit: 10 credits

- no more than 10 optional specialist credits
- no more than 10 optional vendor credits.

5   A maximum of 5 optional credits can come from other QCF level 3 BTEC units to meet local needs.

Edexcel BTEC Level 3 Subsidiary Diploma in IT

1   Qualification credit value: a minimum of 60 credits.

2   Minimum credit to be achieved at, or above, the level of the qualification: 45 credits.

3   Mandatory unit credit: 20 credits.

4   Optional unit credit: 40 credits

- no more than 20 optional specialist credits
- no more than 20 optional vendor credits.

5   A maximum of 15 optional credits can come from other QCF level 3 BTEC units to meet local needs.

Edexcel BTEC Level 3 90-credit Diploma

1   Qualification credit value: a minimum of 90 credits.

2   Minimum credit to be achieved at, or above, the level of the qualification: 70 credits.

3   Mandatory unit credit: 20 credits.

4   Optional unit credit: 70 credits.

- no more than 30 optional specialist credits
- no more than 40 optional vendor credits.

5   A maximum of 20 optional credits can come from other QCF level 3 BTEC units to meet local needs.

Edexcel BTEC Level 3 Diploma in IT

1 Qualification credit value: a minimum of 120 credits.

2 Minimum credit to be achieved at, or above, the level of the qualification: 90 credits.

3 Mandatory unit credit: 30 credits.

4 Optional unit credit: 90 credits

    - no more than 30 optional specialist credits

    - no more than 40 optional vendor credits.

5 A maximum of 30 optional credits can come from other QCF level 3 BTEC units to meet local needs.

Edexcel BTEC Level 3 Extended Diploma in IT

1 Qualification credit value: a minimum of 180 credits.

2 Minimum credit to be achieved at, or above, the level of the qualification: 135 credits.

3 Mandatory unit credit: 30 credits.

4 Optional unit credit: 150 credits

    - no more than 40 optional specialist credits

    - no more than 60 optional vendor credits.

5 A maximum of 40 optional credits can come from other QCF level 3 BTEC units to meet local needs.

Edexcel BTEC Level 3 Diploma in IT (Business)

1 Qualification credit value: a minimum of 120 credits.

2 Minimum credit to be achieved at, or above, the level of the qualification: 90 credits.

3 Mandatory unit credit: 40 credits.

4 Optional unit credit: 80 credits

    - no more than 30 optional specialist credits

    - no more than 40 optional vendor credits.

5 A maximum of 30 optional credits can come from other QCF level 3 BTEC units to meet local needs.

Edexcel BTEC Level 3 Extended Diploma in IT (Business)

1 Qualification credit value: a minimum of 180 credits.

2 Minimum credit to be achieved at, or above, the level of the qualification: 135 credits.

3 Mandatory unit credit: 60 credits.

4 Optional unit credit: 120 credits

    - no more than 40 optional specialist credits

    - no more than 60 optional vendor credits.

5 A maximum of 40 optional credits can come from other QCF level 3 BTEC units to meet local needs.

Edexcel BTEC Level 3 Diploma in IT (Networking and Systems Support)

1   Qualification credit value: a minimum of 120 credits.

2   Minimum credit to be achieved at, or above, the level of the qualification: 90 credits.

3   Mandatory unit credit: 70 credits.

4   Optional unit credit: 50 credits

- no more than 30 optional specialist credits

- no more than 40 optional vendor credits.

5   A maximum of 30 optional credits can come from other QCF level 3 BTEC units to meet local needs.

Edexcel BTEC Level 3 Extended Diploma in IT (Networking and Systems Support)

1   Qualification credit value: a minimum of 180 credits.

2   Minimum credit to be achieved at, or above, the level of the qualification: 135 credits.

3   Mandatory unit credit: 80 credits.

4   Optional unit credit: 100 credits

- no more than 40 optional specialist credits

- no more than 60 optional vendor credits.

5   A maximum of 40 optional credits can come from other QCF level 3 BTEC units to meet local needs.

Edexcel BTEC Level 3 Diploma in IT (Software Development)

1   Qualification credit value: a minimum of 120 credits.

2   Minimum credit to be achieved at, or above, the level of the qualification: 90 credits.

3   Mandatory unit credit: 40 credits.

4   Optional unit credit: 80 credits

- no more than 30 optional specialist credits

- no more than 40 optional vendor credits.

5   A maximum of 30 optional credits can come from other QCF level 3 BTEC units to meet local needs.

Edexcel BTEC Level 3 Extended Diploma in IT (Software Development)

1   Qualification credit value: a minimum of 180 credits.

2   Minimum credit to be achieved at, or above, the level of the qualification: 135 credits.

3   Mandatory unit credit: 60 credits.

4   Optional unit credit: 120 credits

- no more than 40 optional specialist credits

- no more than 60 optional vendor credits.

5   A maximum of 40 optional credits can come from other QCF level 3 BTEC units to meet local needs.

Edexcel BTEC Level 3 Certificate in IT

The Edexcel BTEC Level 3 Certificate in IT is a 30-credit and 180-guided-learning-hour (GLH) qualification that consists of **two** mandatory units **plus** optional units that provide for a combined total of 30 credits (where at least 23 credits must be at level 3 or above).

A maximum of 10 credits of specialist units or 10 credits of vendor units may count towards the optional credit allowance.

> **The units for the BTEC qualifications in this specification are available on our website (www.edexcel.com).**

Edexcel BTEC Level 3 Certificate in IT (QCF)			
Unit	**Mandatory units**	**Credit**	**Level**
1	Communication and Employability Skills for IT	**10**	**3**
2	Computer Systems	**10**	**3**
Unit	**Optional units**		
3	Information Systems	**10**	**3**
4	Impact of the Use of IT on Business Systems	**10**	**3**
5	Managing Networks	**10**	**3**
6	Software Design and Development	**10**	**3**
7	Organisational Systems Security	**10**	**3**
8	e-Commerce	**10**	**3**
9	Computer Networks	**10**	**3**
10	Communication Technologies	**10**	**3**
11	Systems Analysis and Design	**10**	**3**
12	IT Technical Support	**10**	**3**
13	IT Systems Troubleshooting and Repair	**10**	**3**
14	Event Driven Programming	**10**	**3**
15	Object Oriented Programming	**10**	**3**
16	Procedural Programming	**10**	**3**
17	Project Planning with IT	**10**	**3**
18	Database Design	**10**	**3**
19	Computer Systems Architecture	**10**	**3**
20	Client Side Customisation of Web Pages	**10**	**3**
21	Data Analysis and Design	**10**	**3**
22	Developing Computer Games	**10**	**3**
23	Human Computer Interaction	**10**	**3**
24	Controlling Systems Using IT	**10**	**3**
25	Maintaining Computer Systems	**10**	**3**
26	Mathematics for IT Practitioners	**10**	**3**
27	Web Server Scripting	**10**	**3**
28	Website Production	**10**	**3**
29	Installing and Upgrading Software	**10**	**3**
30	Digital Graphics	**10**	**3**
31	Computer Animation	**10**	**3**

Edexcel BTEC Level 3 Certificate in IT (QCF)			
Unit	**Optional units** *continued*	**Credit**	**Level**
32	Networked Systems Security	10	3
33	Supporting Business Activity	10	3
34	Business Resources	10	3
Unit	**Specialist optional units**		
35	Digital Graphics for Interactive Media	10	3
36	Computer Game Platforms and Technologies	10	3
37	2D Animation Production	10	3
38	Interactive Media Authoring	10	3
39	Web Animation for Interactive Media	10	3
40	Computer Game Design	10	3
41	3D Modelling	10	3
42	Spreadsheet Modelling	10	3
43	Multimedia Design	10	3
	Vendor units – max 10 credits		
	Please refer to the BTEC Level 3 in IT section of the Edexcel website (www.edexcel.com) for a full and up-to-date list of included vendor units.		

Edexcel BTEC Level 3 Subsidiary Diploma in IT

The Edexcel BTEC Level 3 Subsidiary Diploma in IT is a 60-credit and 360-guided-learning-hour (GLH) qualification that consists of **two** mandatory units **plus** optional units that provide for a combined total of 60 credits (where at least 45 credits must be at level 3 or above).

A maximum of 20 credits of specialist units and 20 credits of vendor units may count towards the optional credit allowance.

> **The units for the BTEC qualifications in this specification are available on our website (www.edexcel.com).**

Unit	Mandatory units	Credit	Level
Edexcel BTEC Level 3 Subsidiary Diploma in IT (QCF)			
1	Communication and Employability Skills for IT	10	3
2	Computer Systems	10	3
Unit	**Optional units**		
3	Information Systems	10	3
4	Impact of the Use of IT on Business Systems	10	3
5	Managing Networks	10	3
6	Software Design and Development	10	3
7	Organisational Systems Security	10	3
8	e-Commerce	10	3
9	Computer Networks	10	3
10	Communication Technologies	10	3
11	Systems Analysis and Design	10	3
12	IT Technical Support	10	3
13	IT Systems Troubleshooting and Repair	10	3
14	Event Driven Programming	10	3
15	Object Oriented Programming	10	3
16	Procedural Programming	10	3
17	Project Planning with IT	10	3
18	Database Design	10	3
19	Computer Systems Architecture	10	3
20	Client Side Customisation of Web Pages	10	3
21	Data Analysis and Design	10	3
22	Developing Computer Games	10	3
23	Human Computer Interaction	10	3
24	Controlling Systems Using IT	10	3
25	Maintaining Computer Systems	10	3
26	Mathematics for IT Practitioners	10	3
27	Web Server Scripting	10	3
28	Website Production	10	3
29	Installing and Upgrading Software	10	3
30	Digital Graphics	10	3
31	Computer Animation	10	3

Edexcel BTEC Level 3 Subsidiary Diploma in IT (QCF)		Credit	Level
Unit	**Optional units** *continued*	**Credit**	**Level**
32	Networked Systems Security	10	3
33	Supporting Business Activity	10	3
34	Business Resources	10	3
Unit	**Specialist optional units**		
35	Digital Graphics for Interactive Media	10	3
36	Computer Game Platforms and Technologies	10	3
37	2D Animation Production	10	3
38	Interactive Media Authoring	10	3
39	Web Animation for Interactive Media	10	3
40	Computer Game Design	10	3
41	3D Modelling	10	3
42	Spreadsheet Modelling	10	3
43	Multimedia Design	10	3
	Vendor units – max 20 credits		
	Please refer to the BTEC Level 3 in IT section of the Edexcel website (www.edexcel.com) for a full and up-to-date list of included vendor units.		

Edexcel BTEC Level 3 90-credit Diploma in IT

The Edexcel BTEC Level 3 90-credit Diploma in IT is a 90-credit and 540-guided-learning-hour (GLH) qualification that consists of **two** mandatory units (20 credits) **plus** optional units (70 credits) that provide for a combined total of 90 credits (where at least 70 credits must be at level 3 or above).

A maximum of 30 credits of specialist units and 40 credits of vendor units may count towards the optional credit allowance.

Centres may import other Edexcel BTEC Level 3 QCF units to meet local needs. This is limited to a total of 20 credits and can not be at the expense of the mandatory units in this qualification.

> **The units for the BTEC qualifications in this specification are available on our website (www.edexcel.com).**

Edexcel BTEC Level 3 90-credit Diploma in IT (QCF)			
Unit	Mandatory units – 20 credits	Credit	Level
1	Communication and Employability Skills for IT	10	3
2	Computer Systems	10	3
Unit	Optional units – max 70 credits		
3	Information Systems	10	3
4	Impact of the Use of IT on Business Systems	10	3
5	Managing Networks	10	3
6	Software Design and Development	10	3
7	Organisational Systems Security	10	3
8	e-Commerce	10	3
9	Computer Networks	10	3
10	Communication Technologies	10	3
11	Systems Analysis and Design	10	3
12	IT Technical Support	10	3
13	IT Systems Troubleshooting and Repair	10	3
14	Event Driven Programming	10	3
15	Object Oriented Programming	10	3
16	Procedural Programming	10	3
17	Project Planning with IT	10	3
18	Database Design	10	3
19	Computer Systems Architecture	10	3
20	Client Side Customisation of Web Pages	10	3
21	Data Analysis and Design	10	3
22	Developing Computer Games	10	3
23	Human Computer Interaction	10	3
24	Controlling Systems Using IT	10	3
25	Maintaining Computer Systems	10	3
26	Mathematics for IT Practitioners	10	3
27	Web Server Scripting	10	3
28	Website Production	10	3
29	Installing and Upgrading Software	10	3

Edexcel BTEC Level 3 90-credit Diploma in IT (QCF)		Credit	Level
Unit	**Optional units – max 70 credits** *continued*	**Credit**	**Level**
30	Digital Graphics	10	3
31	Computer Animation	10	3
32	Networked Systems Security	10	3
33	Exploring Business Activity	10	3
34	Business Resources	10	3
Unit	**Specialist units – max 30 credits**		
35	Digital Graphics for Interactive Media	10	3
36	Computer Game Platforms and Technologies	10	3
37	2D Animation Production	10	3
38	Interactive Media Authoring	10	3
39	Web Animation for Interactive Media	10	3
40	Computer Game Design	10	3
41	3D Modelling	10	3
42	Spreadsheet Modelling	10	3
43	Multimedia Design	10	3
	Vendor units – max 40 credits		
	Please refer to the BTEC Level 3 in IT section of the Edexcel website (www.edexcel.com) for a full and up-to-date list of included vendor units.		
	Meeting Local needs unit (MLN) – max 20 credits		
	Centres may import other Edexcel BTEC Level 3 QCF units to meet local needs, (subject to approval from Edexcel).		

* Learners may only take **one** of these units

Edexcel BTEC Level 3 Diploma in IT

The Edexcel BTEC Level 3 Diploma in IT is a 120-credit and 720-guided-learning-hour (GLH) qualification that consists of **three** mandatory units **plus** optional units that provide for a combined total of 120 credits (where at least 90 credits must be at level 3 or above).

A maximum of 30 credits of specialist units and 40 credits of vendor units may count towards the optional credit allowance.

> **The units for the BTEC qualifications in this specification are available on our website (www.edexcel.com).**

Edexcel BTEC Level 3 Diploma in IT (QCF)			
Unit	**Mandatory units**	**Credit**	**Level**
1	Communication and Employability Skills for IT	**10**	**3**
2	Computer Systems	**10**	**3**
3	Information Systems	**10**	**3**
Unit	**Optional units**		
4	Impact of the Use of IT on Business Systems	**10**	**3**
5	Managing Networks	**10**	**3**
6	Software Design and Development	**10**	**3**
7	Organisational Systems Security	**10**	**3**
8	e-Commerce	**10**	**3**
9	Computer Networks	**10**	**3**
10	Communication Technologies	**10**	**3**
11	Systems Analysis and Design	**10**	**3**
12	IT Technical Support	**10**	**3**
13	IT Systems Troubleshooting and Repair	**10**	**3**
14	Event Driven Programming	**10**	**3**
15	Object Oriented Programming	**10**	**3**
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17	Project Planning with IT	**10**	**3**
18	Database Design	**10**	**3**
19	Computer Systems Architecture	**10**	**3**
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27	Web Server Scripting	**10**	**3**
28	Website Production	**10**	**3**
29	Installing and Upgrading Software	**10**	**3**
30	Digital Graphics	**10**	**3**
31	Computer Animation	**10**	**3**

Edexcel BTEC Level 3 Diploma in IT (QCF)			
Unit	Optional units *continued*	Credit	Level
32	Networked Systems Security	10	3
33	Supporting Business Activity	10	3
34	Business Resources	10	3
Unit	Specialist optional units		
35	Digital Graphics for Interactive Media	10	3
36	Computer Game Platforms and Technologies	10	3
37	2D Animation Production	10	3
38	Interactive Media Authoring	10	3
39	Web Animation for Interactive Media	10	3
40	Computer Game Design	10	3
41	3D Modelling	10	3
42	Spreadsheet Modelling	10	3
43	Multimedia Design	10	3
	Vendor units – max 40 credits		
	Please refer to the BTEC Level 3 in IT section of the Edexcel website (www.edexcel.com) for a full and up-to-date list of included vendor units.		

Edexcel BTEC Level 3 Extended Diploma in IT

The Edexcel BTEC Level 3 Extended Diploma in IT is a 180-credit and 1080-guided-learning-hour (GLH) qualification that consists of **three** mandatory units **plus** optional units that provide for a combined total of 180 credits (where at least 135 credits must be at level 3 or above).

A maximum of 40 credits of specialist units and 60 credits of vendor units may count towards the optional credit allowance.

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

Edexcel BTEC Level 3 Extended Diploma in IT (QCF)			
Unit	Mandatory units	Credit	Level
1	Communication and Employability Skills for IT	10	3
2	Computer Systems	10	3
3	Information Systems	10	3
Unit	Optional units		
4	Impact of the Use of IT on Business Systems	10	3
5	Managing Networks	10	3
6	Software Design and Development	10	3
7	Organisational Systems Security	10	3
8	e-Commerce	10	3
9	Computer Networks	10	3
10	Communication Technologies	10	3
11	Systems Analysis and Design	10	3
12	IT Technical Support	10	3
13	IT Systems Troubleshooting and Repair	10	3
14	Event Driven Programming	10	3
15	Object Oriented Programming	10	3
16	Procedural Programming	10	3
17	Project Planning with IT	10	3
18	Database Design	10	3
19	Computer Systems Architecture	10	3
20	Client Side Customisation of Web Pages	10	3
21	Data Analysis and Design	10	3
22	Developing Computer Games	10	3
23	Human Computer Interaction	10	3
24	Controlling Systems Using IT	10	3
25	Maintaining Computer Systems	10	3
26	Mathematics for IT Practitioners	10	3
27	Web Server Scripting	10	3
28	Website Production	10	3
29	Installing and Upgrading Software	10	3
30	Digital Graphics	10	3
31	Computer Animation	10	3

Edexcel BTEC Level 3 Extended Diploma in IT (QCF)		Credit	Level
Unit	**Optional units** *continued*	**Credit**	**Level**
32	Networked Systems Security	10	3
33	Supporting Business Activity	10	3
34	Business Resources	10	3
Unit	**Specialist optional units**		
35	Digital Graphics for Interactive Media	10	3
36	Computer Game Platforms and Technologies	10	3
37	2D Animation Production	10	3
38	Interactive Media Authoring	10	3
39	Web Animation for Interactive Media	10	3
40	Computer Game Design	10	3
41	3D Modelling	10	3
42	Spreadsheet Modelling	10	3
43	Multimedia Design	10	3
	Vendor units – max 60 credits		
	Please refer to the BTEC Level 3 in IT section of the Edexcel website (www.edexcel.com) for a full and up-to-date list of included vendor units.		

Edexcel BTEC Level 3 Diploma in IT (Business)

The Edexcel BTEC Level 3 National Diploma in IT (Business) is a 120-credit and 720-guided-learning-hour qualification (GLH) that consists of **four** mandatory units **plus** optional units that provide for a combined total of 120 credits (where at least 90 credits must be at level 3 or above).

A maximum of 30 credits of specialist units and 40 credits of vendor units may count towards the optional credit allowance.

> **The units for the BTEC qualifications in this specification are available on our website (www.edexcel.com).**

Edexcel BTEC Level 3 Diploma in IT (Business) (QCF)			
Unit	**Mandatory units**	**Credit**	**Level**
1	Communication and Employability Skills for IT	**10**	**3**
2	Computer Systems	**10**	**3**
3	Information Systems	**10**	**3**
4	Impact of the Use of IT on Business Systems	**10**	**3**
Unit	**Optional units**		
5	Managing Networks	**10**	**3**
6	Software Design and Development	**10**	**3**
7	Organisational Systems Security	**10**	**3**
8	e-Commerce	**10**	**3**
9	Computer Networks	**10**	**3**
10	Communication Technologies	**10**	**3**
11	Systems Analysis and Design	**10**	**3**
12	IT Technical Support	**10**	**3**
13	IT Systems Troubleshooting and Repair	**10**	**3**
14	Event Driven Programming	**10**	**3**
15	Object Oriented Programming	**10**	**3**
16	Procedural Programming	**10**	**3**
17	Project Planning with IT	**10**	**3**
18	Database Design	**10**	**3**
19	Computer Systems Architecture	**10**	**3**
20	Client Side Customisation of Web Pages	**10**	**3**
21	Data Analysis and Design	**10**	**3**
22	Developing Computer Games	**10**	**3**
23	Human Computer Interaction	**10**	**3**
24	Controlling Systems Using IT	**10**	**3**
25	Maintaining Computer Systems	**10**	**3**
26	Mathematics for IT Practitioners	**10**	**3**
27	Web Server Scripting	**10**	**3**
28	Website Production	**10**	**3**
29	Installing and Upgrading Software	**10**	**3**
30	Digital Graphics	**10**	**3**
31	Computer Animation	**10**	**3**

Edexcel BTEC Level 3 Diploma in IT (Business) (QCF)			
Unit	Optional units *continued*	Credit	Level
32	Networked Systems Security	10	3
33	Supporting Business Activity	10	3
34	Business Resources	10	3
Unit	Specialist optional units		
35	Digital Graphics for Interactive Media	10	3
36	Computer Game Platforms and Technologies	10	3
37	2D Animation Production	10	3
38	Interactive Media Authoring	10	3
39	Web Animation for Interactive Media	10	3
40	Computer Game Design	10	3
41	3D Modelling	10	3
42	Spreadsheet Modelling	10	3
43	Multimedia Design	10	3
	Vendor units – max 40 credits		
	Please refer to the BTEC Level 3 in IT section of the Edexcel website (www.edexcel.com) for a full and up-to-date list of included vendor units.		

Edexcel BTEC Level 3 Extended Diploma in IT (Business)

The Edexcel BTEC Level 3 National Extended Diploma in IT (Business) is a 180-credit and 1080-guided learning-hour qualification (GLH) that consists of **six** mandatory units **plus** optional units that provide for a combined total of 180 credits (where at least 135 credits must be at level 3 or above).

A maximum of 40 credits of specialist units and 60 credits of vendor units may count towards the optional credit allowance.

> **The units for the BTEC qualifications in this specification are available on our website (www.edexcel.com).**

Edexcel BTEC Level 3 Extended Diploma in IT (Business) (QCF)		
Unit	**Mandatory units**	**Credit**	**Level**
1	Communication and Employability Skills for IT	**10**	**3**
2	Computer Systems	**10**	**3**
3	Information Systems	**10**	**3**
4	Impact of the Use of IT on Business Systems	**10**	**3**
7	Organisational Systems Security	**10**	**3**
8	e-Commerce	**10**	**3**
Unit	**Optional units**		
5	Managing Networks	**10**	**3**
6	Software Design and Development	**10**	**3**
9	Computer Networks	**10**	**3**
10	Communication Technologies	**10**	**3**
11	Systems Analysis and Design	**10**	**3**
12	IT Technical Support	**10**	**3**
13	IT Systems Troubleshooting and Repair	**10**	**3**
14	Event Driven Programming	**10**	**3**
15	Object Oriented Programming	**10**	**3**
16	Procedural Programming	**10**	**3**
17	Project Planning with IT	**10**	**3**
18	Database Design	**10**	**3**
19	Computer Systems Architecture	**10**	**3**
20	Client Side Customisation of Web Pages	**10**	**3**
21	Data Analysis and Design	**10**	**3**
22	Developing Computer Games	**10**	**3**
23	Human Computer Interaction	**10**	**3**
24	Controlling Systems Using IT	**10**	**3**
25	Maintaining Computer Systems	**10**	**3**
26	Mathematics for IT Practitioners	**10**	**3**
27	Web Server Scripting	**10**	**3**
28	Website Production	**10**	**3**
29	Installing and Upgrading Software	**10**	**3**
30	Digital Graphics	**10**	**3**
31	Computer Animation	**10**	**3**

Edexcel BTEC Level 3 Extended Diploma in IT (Business) (QCF)		Credit	Level
Unit	**Optional units** *continued*	**Credit**	**Level**
32	Networked Systems Security	10	3
33	Supporting Business Activity	10	3
34	Business Resources	10	3
Unit	**Specialist optional units**		
35	Digital Graphics for Interactive Media	10	3
36	Computer Game Platforms and Technologies	10	3
37	2D Animation Production	10	3
38	Interactive Media Authoring	10	3
39	Web Animation for Interactive Media	10	3
40	Computer Game Design	10	3
41	3D Modelling	10	3
42	Spreadsheet Modelling	10	3
43	Multimedia Design	10	3
	Vendor units – max 60 credits		
	Please refer to the BTEC Level 3 in IT section of the Edexcel website (www.edexcel.com) for a full and up-to-date list of included vendor units.		

Edexcel BTEC Level 3 Diploma in IT (Networking and System Support)

The Edexcel BTEC Level 3 National Diploma in IT (Networking and System Support) is a 120-credit and 720-guided-learning-hour qualification (GLH) that consists of **seven** mandatory units **plus** optional units that provide for a combined total of 120 credits (where at least 90 credits must be at level 3 or above).

A maximum of 30 credits of specialist units and 40 credits of vendor units may count towards the optional credit allowance.

> **The units for the BTEC qualifications in this specification are available on our website (www.edexcel.com).**

Edexcel BTEC Level 3 Diploma in IT (Networking and System Support) (QCF)			
Unit	Mandatory units	Credit	Level
1	Communication and Employability Skills for IT	10	3
2	Computer Systems	10	3
3	Information Systems	10	3
5	Managing Networks	10	3
9	Computer Networks	10	3
10	Communication Technologies	10	3
12	IT Technical Support	10	3
Unit	Optional units		
4	Impact of the Use of IT on Business Systems	10	3
6	Software Design and Development	10	3
7	Organisational Systems Security	10	3
8	e-Commerce	10	3
11	Systems Analysis and Design	10	3
13	IT Systems Troubleshooting and Repair	10	3
14	Event Driven Programming	10	3
15	Object Oriented Programming	10	3
16	Procedural Programming	10	3
17	Project Planning with IT	10	3
18	Database Design	10	3
19	Computer Systems Architecture	10	3
20	Client Side Customisation of Web Pages	10	3
21	Data Analysis and Design	10	3
22	Developing Computer Games	10	3
23	Human Computer Interaction	10	3
24	Controlling Systems Using IT	10	3
25	Maintaining Computer Systems	10	3
26	Mathematics for IT Practitioners	10	3
27	Web Server Scripting	10	3
28	Website Production	10	3
29	Installing and Upgrading Software	10	3
30	Digital Graphics	10	3
31	Computer Animation	10	3

Edexcel BTEC Level 3 Diploma in IT (Networking and System Support) (QCF)			
Unit	**Optional units** *continued*	**Credit**	**Level**
32	Networked Systems Security	10	3
33	Supporting Business Activity	10	3
34	Business Resources	10	3
Unit	**Specialist optional units**		
35	Digital Graphics for Interactive Media	10	3
36	Computer Game Platforms and Technologies	10	3
37	2D Animation Production	10	3
38	Interactive Media Authoring	10	3
39	Web Animation for Interactive Media	10	3
40	Computer Game Design	10	3
41	3D Modelling	10	3
42	Spreadsheet Modelling	10	3
43	Multimedia Design	10	3
	Vendor units – max 40 credits		
	Please refer to the BTEC Level 3 in IT section of the Edexcel website (www.edexcel.com) for a full and up-to-date list of included vendor units.		

Edexcel BTEC Level 3 Extended Diploma in IT (Networking and System Support)

The Edexcel BTEC Level 3 National Extended Diploma in IT (Networking and System Support) is a 180-credit and 1080-guided-learning-hour qualification (GLH) that consists of **eight** mandatory units **plus** optional units that provide for a combined total of 180 credits (where at least 135 credits must be at level 3 or above).

A maximum of 40 credits of specialist units and 60 credits of vendor units may count towards the optional credit allowance.

> **The units for the BTEC qualifications in this specification are available on our website (www.edexcel.com).**

Edexcel BTEC Level 3 Extended Diploma in IT (Networking and System Support) (QCF)		Credit	Level
Unit	**Mandatory units**	**Credit**	**Level**
1	Communication and Employability Skills for IT	10	3
2	Computer Systems	10	3
3	Information Systems	10	3
5	Managing Networks	10	3
9	Computer Networks	10	3
10	Communication Technologies	10	3
12	IT Technical Support	10	3
13	IT Systems Troubleshooting and Repair	10	3
Unit	**Optional units**		
4	Impact of the Use of IT on Business Systems	10	3
6	Software Design and Development	10	3
7	Organisational Systems Security	10	3
8	e-Commerce	10	3
11	Systems Analysis and Design	10	3
14	Event Driven Programming	10	3
15	Object Oriented Programming	10	3
16	Procedural Programming	10	3
17	Project Planning with IT	10	3
18	Database Design	10	3
19	Computer Systems Architecture	10	3
20	Client Side Customisation of Web Pages	10	3
21	Data Analysis and Design	10	3
22	Developing Computer Games	10	3
23	Human Computer Interaction	10	3
24	Controlling Systems Using IT	10	3
25	Maintaining Computer Systems	10	3
26	Mathematics for IT Practitioners	10	3
27	Web Server Scripting	10	3
28	Website Production	10	3
29	Installing and Upgrading Software	10	3

Edexcel BTEC Level 3 Extended Diploma in IT (Networking and System Support) (QCF)			
Unit	**Optional units** *continued*	**Credit**	**Level**
30	Digital Graphics	**10**	**3**
31	Computer Animation	**10**	**3**
32	Networked Systems Security	**10**	**3**
33	Supporting Business Activity	**10**	**3**
34	Business Resources	**10**	**3**
35	Digital Graphics for Interactive Media	**10**	**3**
36	Computer Game Platforms and Technologies	**10**	**3**
37	2D Animation Production	**10**	**3**
38	Interactive Media Authoring	**10**	**3**
39	Web Animation for Interactive Media	**10**	**3**
40	Computer Game Design	**10**	**3**
41	3D Modelling	**10**	**3**
42	Spreadsheet Modelling	**10**	**3**
43	Multimedia Design	**10**	**3**
	Vendor units – max 60 credits		
	Please refer to the BTEC Level 3 in IT section of the Edexcel website (www.edexcel.com) for a full and up-to-date list of included vendor units.		

Edexcel BTEC Level 3 Diploma in IT (Software Development)

The Edexcel BTEC Level 3 National Diploma in IT (Software Development) is a 120-credit and 720-guided learning-hour qualification (GLH) that consists of **four** mandatory units **plus** optional units that provide for a combined total of 120 credits (where at least 90 credits must be at level 3 or above).

A maximum of 30 credits of specialist units and 40 credits of vendor units may count towards the optional credit allowance.

> **The units for the BTEC qualifications in this specification are available on our website (www.edexcel.com).**

Edexcel BTEC Level 3 Diploma in IT (Software Development) (QCF)			
Unit	**Mandatory units**	**Credit**	**Level**
1	Communication and Employability Skills for IT	10	3
2	Computer Systems	10	3
3	Information Systems	10	3
6	Software Design and Development	10	3
Unit	**Optional units**		
4	Impact of the Use of IT on Business Systems	10	3
5	Managing Networks	10	3
7	Organisational Systems Security	10	3
8	e-Commerce	10	3
9	Computer Networks	10	3
10	Communication Technologies	10	3
11	Systems Analysis and Design	10	3
12	IT Technical Support	10	3
13	IT Systems Troubleshooting and Repair	10	3
14	Event Driven Programming	10	3
15	Object Oriented Programming	10	3
16	Procedural Programming	10	3
17	Project Planning with IT	10	3
18	Database Design	10	3
19	Computer Systems Architecture	10	3
20	Client Side Customisation of Web Pages	10	3
21	Data Analysis and Design	10	3
22	Developing Computer Games	10	3
23	Human Computer Interaction	10	3
24	Controlling Systems Using IT	10	3
25	Maintaining Computer Systems	10	3
26	Mathematics for IT Practitioners	10	3
27	Web Server Scripting	10	3
28	Website Production	10	3
29	Installing and Upgrading Software	10	3
30	Digital Graphics	10	3
31	Computer Animation	10	3

Edexcel BTEC Level 3 Diploma in IT (Software Development) (QCF)			
Unit	**Optional units** *continued*	**Credit**	**Level**
32	Networked Systems Security	10	3
33	Supporting Business Activity	10	3
34	Business Resources	10	3
35	Digital Graphics for Interactive Media	10	3
36	Computer Game Platforms and Technologies	10	3
37	2D Animation Production	10	3
38	Interactive Media Authoring	10	3
39	Web Animation for Interactive Media	10	3
40	Computer Game Design	10	3
41	3D Modelling	10	3
42	Spreadsheet Modelling	10	3
43	Multimedia Design	10	3
	Vendor units – max 40 credits		
	Please refer to the BTEC Level 3 in IT section of the Edexcel website (www.edexcel.com) for a full and up-to-date list of included vendor units.		

Edexcel BTEC Level 3 Extended Diploma in IT (Software Development)

The Edexcel BTEC Level 3 National Extended Diploma in IT (Software Development) is a 180-credit and 1080-guided-learning-hour qualification (GLH) that consists of **six** mandatory units **plus** optional units that provide for a combined total of 180 credits (where at least 135 credits must be at level 3 or above).

A maximum of 40 credits of specialist units and 60 credits of vendor units may count towards the optional credit allowance.

> **The units for the BTEC qualifications in this specification are available on our website (www.edexcel.com).**

Edexcel BTEC Level 3 Extended Diploma in IT (Software Development) (QCF)			
Unit	**Mandatory units**	**Credit**	**Level**
1	Communication and Employability Skills for IT	10	3
2	Computer Systems	10	3
3	Information Systems	10	3
6	Software Design and Development	10	3
11	Systems Analysis and Design	10	3
14	Event Driven Programming	10	3
Unit	**Optional units**		
4	Impact of the Use of IT on Business Systems	10	3
5	Managing Networks	10	3
7	Organisational Systems Security	10	3
8	e-Commerce	10	3
9	Computer Networks	10	3
10	Communication Technologies	10	3
12	IT Technical Support	10	3
13	IT Systems Troubleshooting and Repair	10	3
15	Object Oriented Programming	10	3
16	Procedural Programming	10	3
17	Project Planning with IT	10	3
18	Database Design	10	3
19	Computer Systems Architecture	10	3
20	Client Side Customisation of Web Pages	10	3
21	Data Analysis and Design	10	3
22	Developing Computer Games	10	3
23	Human Computer Interaction	10	3
24	Controlling Systems Using IT	10	3
25	Maintaining Computer Systems	10	3
26	Mathematics for IT Practitioners	10	3
27	Web Server Scripting	10	3
28	Website Production	10	3
29	Installing and Upgrading Software	10	3
30	Digital Graphics	10	3
31	Computer Animation	10	3

Edexcel BTEC Level 3 Extended Diploma in IT (Software Development) (QCF)			
Unit	**Optional units** continued	**Credit**	**Level**
32	Networked Systems Security	10	3
33	Supporting Business Activity	10	3
34	Business Resources	10	3
Unit	**Specialist optional units**		
35	Digital Graphics for Interactive Media	10	3
36	Computer Game Platforms and Technologies	10	3
37	2D Animation Production	10	3
38	Interactive Media Authoring	10	3
39	Web Animation for Interactive Media	10	3
40	Computer Game Design	10	3
41	3D Modelling	10	3
42	Spreadsheet Modelling	10	3
43	Multimedia Design	10	3
	Vendor units – max 60 credits		
	Please refer to the BTEC Level 3 in IT section of the Edexcel website (www.edexcel.com) for a full and up-to-date list of included vendor units.		

Optional vendor units

In line with previous BTEC ICT Practitioner specifications, Edexcel intend to add vendor units to the BTEC Level 3 qualifiations in IT (QCF).

- The maximum number of credits available for optional vendor units is:
- 10 for the Edexcel BTEC Level 3 Certificate in IT
- 20 for the Edexcel BTEC Level 3 Subsidiary Diploma in IT
- 40 for the Edexcel BTEC Level 3 90-credit Diploma in IT
- 40 for the Edexcel BTEC Level 3 Diploma in IT
- 60 for the Edexcel BTEC Level 3 Extended Diploma in IT
- 40 for the Edexcel BTEC Level 3 Diploma in IT (Business)
- 60 for the Edexcel BTEC Level 3 Extended Diploma in IT (Business)
- 40 for the Edexcel BTEC Level 3 Diploma in IT (Networking and Systems Support)
- 60 for the Edexcel BTEC Level 3 Extended Diploma in IT (Networking and Systems Support)
- 40 for the Edexcel BTEC Level 3 Diploma in IT (Software Development)
- 60 for the Edexcel BTEC Level 3 Extended Diploma in IT (Software Development)

Please refer to the BTEC Level 3 section of the Edexcel website (www.edexcel.com) for a full and up-to-date list of included vendor units.

Assessment and grading

All units are internally assessed in the BTEC qualifications in this specification.

All assessment for the BTEC qualifications in this specification is criterion referenced, based on the achievement of specified learning outcomes. Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied **all** the pass assessment criteria
- to achieve a 'merit' a learner must additionally have satisfied **all** the merit grading criteria
- to achieve a 'distinction' a learner must additionally have satisfied **all** the distinction grading criteria.

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

Grading domains

The grading criteria are developed in relation to grading domains which are exemplified by a number of indicative characteristics at the level of the qualification.

There are four BTEC grading domains:

- application of knowledge and understanding
- development of practical and technical skills
- personal development for occupational roles
- application of generic skills.

Please refer to *Annexe B* which shows the merit and distinction indicative characteristics.

Guidance

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

- meet the assessment and grading criteria and
- achieve the learning outcomes within the units.

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

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

The assessment and grading criteria must be clearly indicated in the fit-for-purpose assignments. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment and grading criteria.

When looking at the assessment and grading grids and designing assignments, centres are encouraged to identify common topics and themes.

The units include guidance on appropriate assessment methodology. A central feature of vocational assessment is that it allows for assessment to be:

- current, i.e. to reflect the most recent developments and issues

- local, i.e. to reflect the employment context of the delivering centre

- flexible to reflect learner needs, i.e. at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Calculation of the qualification grade

Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see *Rules of combination for Edexcel BTEC Level 3 qualifications in this specification*).

Qualification grades above pass grade

Learners will be awarded a merit or distinction or distinction* qualification grade (or combination of these grades appropriate to the qualification) by the aggregation of points gained through the successful achievement of individual units. The number of points available is dependent on the unit level and grade achieved, and the credit size of the unit (as shown in the *points available for credits achieved at different QCF levels and unit grades* below).

Points available for credits achieved at different QCF Levels and unit grades

The table below shows the **number of points scored per credit** at the unit level and grade.

Unit QCF level	Points per credit		
	Pass	**Merit**	**Distinction**
Level 2	5	6	7
Level 3	**7**	**8**	**9**
Level 4	9	10	11

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table will achieve the qualification merit or distinction or distinction* grade (or combinations of these grades appropriate to the qualification).

Qualification grade

BTEC Level 3 Certificate

Points range above pass grade	Grade	
230-249	Merit	M
250-259	Distinction	D
260 and above	Distinction*	D*

BTEC Level 3 Subsidiary Diploma

Points range above pass grade	Grade	
460-499	Merit	M
500-519	Distinction	D
520 and above	Distinction*	D*

BTEC Level 3 90-credit Diploma

Points range above pass grade	Grade
660-689	MP
690–719	MM
720-749	DM
750–769	DD
770-789	D*D
790 and above	D*D*

BTEC Level 3 Diploma

Points range above pass grade	Grade
880-919	MP
920-959	MM
960-999	DM
1000-1029	DD
1030-1059	D*D
1060 and above	D*D*

BTEC Level 3 Extended Diploma

Points range above pass grade	Grade
1300-1339	MPP
1340-1379	MMP
1380-1419	MMM
1420-1459	DMM
1460-1499	DDM
1500-1529	DDD
1530-1559	D*DD
1560-1589	D*D*D
1590 and above	D*D*D*

Please refer to *Annexe G* for examples of calculation of qualification grade above pass grade.

Quality assurance of centres

Edexcel's qualification specifications set out the standard to be achieved by each learner in order for them to gain the qualification. This is done throughout the learning outcomes, and assessment and grading criteria in each unit. Further guidance on delivery and assessment is given in the *Essential guidance for tutors* section in each unit. This section is designed to provide guidance related to the unit to support tutors, deliverers and assessors and to provide coherence of understanding and a consistency of delivery and assessment.

Approval

Centres that have not previously offered BTEC qualifications will first need to apply for, and be granted, centre approval before they can apply for approval to offer the programme.

When a centre applies for approval to offer a BTEC qualification they are required to enter into an approvals agreement.

The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Sanctions and tariffs may be applied if centres do not comply with the agreement. Ultimately, this could result in the suspension of certification or withdrawal of approval.

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre and must have approval for programmes or groups of programmes that it is operating

- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery

- Edexcel makes available to approved centres a range of materials and opportunities intended to exemplify the processes required for effective assessment and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment

- an approved centre must follow agreed protocols for standardisation of assessors and verifiers; planning, monitoring and recording of assessment processes; and for dealing with special circumstances, appeals and malpractice.

The approach of quality assured assessment is made through a partnership between an approved centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

Edexcel monitors and supports centres in the effective operation of assessment and quality assurance. The methods which it uses to do this for BTEC programmes accredited under the Qualifications and Credit Framework (QCF) include:

- ensuring that all centres have completed appropriate declarations at the time of approval undertaking approval visits to centres where necessary

- requiring all centres to appoint a Lead Internal Verifier for designated groups of programmes and to ensure that this person is trained and supported in carrying out that role

- requiring that the Lead Internal Verifier completes compulsory online standardisation related to assessment and verification decisions for the designated programme

- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation

- overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

Edexcel Quality Assurance Handbook

Centres should refer to the *UK BTEC Quality Assurance Handbook*, issued annually, for detailed guidance.

An approved centre must make certification claims only when authorised by Edexcel and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance will be prevented from seeking certification for individual programmes or for all BTEC programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

Programme design and delivery

The BTEC qualifications in this specification consist of mandatory units and optional units. Optional units are designed to provide a focus to the qualification and more specialist opportunities.

In BTEC qualifications each unit has a number of guided learning hours.

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

Centres are advised to keep this definition in mind when planning the programme of study associated with this specification.

Mode of delivery

Edexcel does not define the mode of study for the BTEC qualifications in this specification. Centres are free to offer the qualifications using any mode of delivery (such as full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

The BTEC qualifications in this specification are designed to prepare learners for employment in specific occupational sectors. Physical resources need to support the delivery of the programme and the proper assessment of the learning outcomes and should, therefore, normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of BTEC qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

An outline learning plan is included in every unit as guidance to demonstrate one way of planning the delivery and assessment of the unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.

Where the qualification has been designated and approved as a Technical Certificate and forms part of an Apprenticeship scheme, particular care needs to be taken to build strong links between the learning and assessment for the BTEC qualification and the related NVQs and Functional Skills that also contribute to the scheme.

Meeting local needs

Centres should note that the qualifications set out in this specification have been developed in consultation with centres and employers and the Sector Skills Councils or the Standards Setting Bodies for the relevant sector. Centres should make maximum use of the choice available to them within the optional units to meet the needs of their learners, and local skills and training needs.

In certain circumstances, units in this specification might not allow centres to meet a local need. In this situation, Edexcel will ensure that the rule of combination allows centres to make use of units from other standard QCF BTEC specifications. Centres are required to ensure that the coherence and purpose of the qualification is retained and to ensure that the vocational focus is not diluted.

For information on limitations on variations from standard specifications see *Rules of combination for Edexcel BTEC Level 3 qualifications in this specification*.

These units cannot be used at the expense of the mandatory units in any qualification.

Additional and specialist learning

Additional and specialist learning (ASL) consists of accredited qualifications. The ASL may include BTEC qualifications which are also available to learners not following a Diploma course of study.

Qualifications that are valid against different lines of principal learning can be identified on the Register of Regulated Qualifications.

Functional Skills

The BTEC qualifications in this specification give learners opportunities to develop and apply Functional Skills.

Functional Skills are offered as stand-alone qualifications at level 2. See individual units for opportunities to cover ICT, Mathematics and English Functional Skills.

Personal, learning and thinking skills

Opportunities are available to develop personal, learning and thinking skills (PLTS) within a sector-related context. PLTS are identified in brackets after the unit pass criteria to which they are associated and they are also mapped in *Annexe C*. Further opportunities for learners to demonstrate these skills may arise as learners progress throughout their learning.

Access and recruitment

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

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

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

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a level 3 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a BTEC Level 2 qualification in IT or a related vocational area
- a standard of literacy and numeracy supported by a general education equivalent to four GCSEs at grade A*-C
- other related level 2 qualifications
- related work experience.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

Restrictions on learner entry

Most BTEC qualifications are accredited on the QCF for learners aged 16 years and over.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example, people working in health, care or education are likely to be subject to Criminal Records Bureau (CRB) checks.

The BTEC qualifications in this specification are listed on the DfE funding lists under Section 96 of the Learning and Skills Act 2000.

Access arrangements for learners with disabilities and specific needs

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

We are committed to ensuring that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be fairly compared to the achievement of their peers.

Details on how to make adjustments for learners with protected characteristics are given in the policy document *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website.

Recognition of Prior Learning

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

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

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

Unit format

All units in BTEC qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

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

QCF level

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

Credit value

Each unit in BTEC qualifications has a credit value; learners will be awarded credits for the successful completion of whole units.

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

Guided learning hours

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

Aim and purpose

The aim is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related NOS. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the pass, merit and distinction grading criteria.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner must have the opportunity within the delivery of the unit to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment and grading criteria. The merit and distinction grading criteria enable the learner to achieve higher levels of performance in acquisition of knowledge, understanding and skills.

Content structure and terminology

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

- Learning outcome: this is given and in bold at the beginning of each section of content.

- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must also be covered in the delivery of the unit. Semi-colons mark the end of an element.

- Brackets contain amplification of elements of content which must be covered in the delivery of the unit.

- 'e.g.' is a list of examples used for indicative amplification of an element (that is, the content specified in this amplification that could be covered or that could be replaced by other, similar material).

Assessment and grading grid

Each grading grid gives the assessment and grading criteria used to determine the evidence that each learner must produce in order to receive a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria require a qualitative improvement in a learner's evidence and not simply the production of more evidence at the same level.

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.

- *Outline learning plan* – the outline learning plan has been included in every unit as guidance and demonstrates one way in planning the delivery and assessment of a unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.

- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher grades. This section should be read in conjunction with the grading criteria.

- *Suggested programme of assignments* – the table shows how the suggested assignments match and cover the assessment grading criteria.

- *Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications* – sets out links with other units within the qualification. These links can be used to ensure that learners make connections between units, resulting in a coherent programme of learning. The links show opportunities for integration of learning, delivery and assessment.

- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.

- *Employer engagement and vocational contexts* – provides a short list of agencies, networks and other useful contacts for employer engagement and for sources of vocational contexts.

- *Indicative reading for learners* – gives a list of resource materials for learners that benchmark the level of study.

Further information

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

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467 467
Fax: 01623 450 481
Email: publication.orders@edexcel.com

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)

- Functional Skills publications – specifications, tutor support materials and question papers

- *Regulatory Arrangements for the Qualification and Credit Framework* (Ofqual, August 2008)

- the current Edexcel publications catalogue and update catalogue.

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

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Please contact:

e-skills UK
1 Castle Lane
London
SW1E 6DR

Telephone: 0207 963 8988
Fax: 0207 592 9138
Email: info@e-skills.com

Professional development and training

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

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

● planning for the delivery of a new programme

● planning for assessment and grading

● developing effective assignments

● building your team and teamwork skills

● developing student-centred learning and teaching approaches

● building Functional Skills into your programme

● building in effective and efficient quality assurance systems.

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

Our customer service numbers are:

BTEC and NVQ   0844 576 0026

GCSE   0844 576 0027

GCE   0844 576 0025

The Diploma   0844 576 0028

DiDA and other qualifications   0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

● is active – ideas are developed and applied

● is designed to be supportive and thought provoking

● builds on best practice.

Annexe A

The Edexcel BTEC qualification framework for the IT sector

Progression opportunities within the framework.

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	NVQ/occupational
5		Edexcel Level 5 BTEC HNC in Computing and Systems Development Edexcel Level 5 BTEC Diploma in Professional Software Development		Edexcel Level 5 BTEC Certificate/Diploma in IT ProCom
4		Edexcel Level 4 BTEC HND in Computing and Systems Development		Edexcel Level 4 BTEC Certificate/Diploma in IT ProCom
3	Edexcel Advanced Subsidiary GCE in Applied ICT (Single Award/Double Award) Edexcel Advanced GCE in Applied ICT (Single Award/Double Award)	Edexcel Level 3 BTEC Certificate/Subsidiary Diploma/90-credit Diploma/Diploma/Extended Diploma in IT	Edexcel Level 3 BTEC Award/Certificate/Extended Certificate in IT	Edexcel Level 3 BTEC Certificate/Subsidiary Diploma/Diploma/Extended Diploma in IT ProCom Edexcel Level 3 BTEC Award/Certificate/Diploma for IT Users (iTQ) Edexcel Level 3 BTEC Award/Certificate/Diploma in ICT Systems and Principles for Apprentices Edexcel Level 3 BTEC Award/Certificate/Diploma in ICT Professional Competence

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	NVQ/occupational
2	Edexcel Functional Skills Qualification in ICT at Level 1 Edexcel GCSE in ICT Edexcel GCSE in ICT (Double Award)	Edexcel Level 2 BTEC Certificate/Extended Certificate/Diploma in IT	Edexcel Level 2 BTEC Award/Certificate/Extended Certificate in IT	Edexcel Level 2 BTEC Award/Certificate/Diploma for IT Users (iTQ) Edexcel Level 2 BTEC Certificate/Extended Certificate/Diploma in IT ProCom Edexcel Level 2 BTEC Award/Certificate/Diploma in ICT Systems and Principles for Apprentices Edexcel Level 2 BTEC Award/Certificate/Diploma in ICT Professional Competence
1	Edexcel Functional Skills Qualification in ICT at Level 1 Edexcel GCSE in ICT Edexcel GCSE in ICT (Double Award) Edexcel Level 1 Award in Digital Applications for IT Users Edexcel Level 1 Certificate in Digital Applications for IT Users Edexcel Level 1 Diploma in Digital Applications for IT Users	Edexcel Level 1 BTEC Award in IT Users Edexcel Level 1 BTEC Certificate in IT Users Edexcel Level 1 BTEC Diploma in IT Users		Edexcel Level 1 BTEC Award/Certificate/Diploma for IT Users (iTQ)
Entry	Edexcel Functional Skills Qualification in Information and Communication Technology at Entry 1/2/3			Edexcel Entry Level 3 BTEC Award/Certificate for IT Users (iTQ)

Annexe B

Grading domains: BTEC Level 3 generic grading domains

Grading domain 1	Indicative characteristics – merit	Indicative characteristics – distinction
Application of knowledge and understanding (Learning outcome stem *understand* or *know*)	• Shows depth of knowledge and development of understanding in familiar and unfamiliar situations (for example explain why, makes judgements based on analysis). • Applies and/or selects concepts showing comprehension of often complex theories. • Applies knowledge in often familiar and unfamiliar contexts. • Applies knowledge to non-routine contexts (eg assessor selection). • Makes reasoned analytical judgements. • Shows relationships between pass criteria.	• Synthesises knowledge and understanding across pass and merit criteria. • Evaluates complex concepts/ideas/actions and makes reasoned and confident judgements. • Uses analysis, research and evaluation to make recommendations and influence proposals. • Analyses implications of application of knowledge/understanding. • Accesses and evaluates knowledge and understanding to advance complex activities/contexts. • Shows relationships with pass and merit criteria. • Responds positively to evaluation.
Grading domain 2	Indicative characteristics – merit	Indicative characteristics – distinction
Development of practical and technical skills (Learning outcome stem *be able to*)	• Deploys appropriate advanced techniques/processes/skills. • Applies technical skill to advance non-routine activities. • Advances practical activities within resource constraints. • Produces varied solutions (including non-routine). • Modifies techniques/processes to situations. • Shows relationship between pass criteria.	• Demonstrates creativity/originality/own ideas. • Applies skill(s) to achieve higher order outcome. • Selects and uses successfully from a range of advanced techniques/processes/skills. • Reflects on skill acquisition and application. • Justifies application of skills/methods. • Makes judgements about risks and limitations of techniques/processes. • Innovates or generates new techniques/processes for new situations. • Shows relationship with pass and merit criteria.

Grading domain 3	Indicative characteristics – merit	Indicative characteristics – distinction
Personal development for occupational roles (Any learning outcome stem)	• Takes responsibility in planning and undertaking activities. • Reviews own development needs. • Finds and uses relevant information sources. • Acts within a given work-related context showing understanding of responsibilities. • Identifies responsibilities of employers to the community and the environment. • Applies qualities related to the vocational sector. • Internalises skills/attributes (creating confidence).	• Manages self to achieve outcomes successfully. • Plans for own learning and development through the activities. • Analyses and manipulates information to draw conclusions. • Applies initiative appropriately. • Assesses how different work-related contexts or constraints would change performance. • Reacts positively to changing work-related contexts • Operates ethically in work-related environments. • Takes decisions related to work contexts. • Applies divergent and lateral thinking in work-related contexts. • Understands interdependence.
Grading domain 4	**Indicative characteristics – merit**	**Indicative characteristics – distinction**
Application of generic skills (Any learning outcome stem)	• Communicates effectively using appropriate behavioural and language registers. • Communicates with clarity and influence. • Makes judgements in contexts with explanations. • Explains how to contribute within a team. • Demonstrates positive contribution to team(s). • Makes adjustments to meet the needs/expectations of others (negotiation skills). • Selects and justifies solutions for specified problems.	• Presents self and communicates information to meet the needs of a variety of audience. • Identifies strategies for communication. • Shows innovative approaches to dealing with individuals and groups. • Takes decisions in contexts with justifications. • Produces outputs subject to time/resource constraints. • Reflects on own contribution to working within a team. • Generates new or alternative solutions to specified problems. • Explores entrepreneurial attributes.

Annexe C

Personal, learning and thinking skills

A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11–19 IN ENGLAND

The framework comprises six groups of skills that, together with the Functional Skills of English, Mathematics and ICT, are essential to success in learning, life and work. In essence the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.

Team workers		**Self-managers**
	Independent enquirers	
Reflective learners		**Creative thinkers**
	Effective participators	
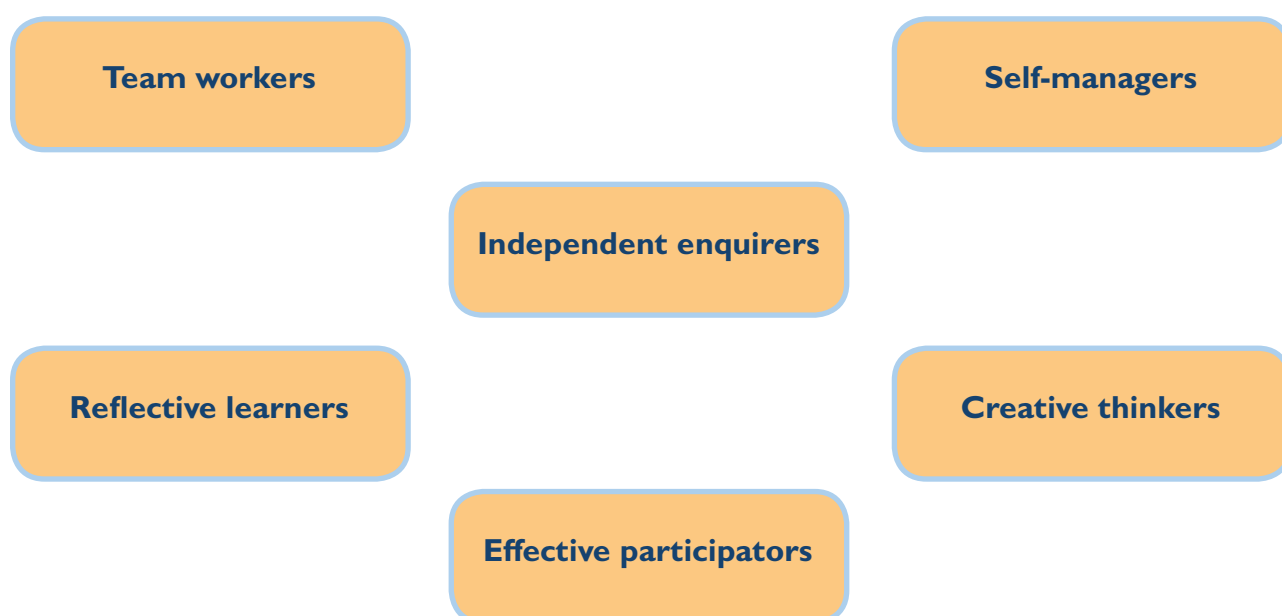
For each group there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also inter-connected. Young people are likely to encounter skills from several groups in any one learning experience. For example an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts 11-19.

The Skills

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership role
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed
- manage their emotions, and build and maintain relationships.

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

PLTS performance indicator (suggested recording sheet)

Name:			Date:			
			Level of success 1 = low, 5 = high			
Independent enquirers						
Identify questions to answer and problems to resolve	1	2	3	4	5	
Plan and carry out research, appreciating the consequences of decisions	1	2	3	4	5	
Explore issues, events or problems from different perspectives	1	2	3	4	5	
Analyse and evaluate information, judging its relevance and value	1	2	3	4	5	
Consider the influence of circumstances, beliefs and feelings on decisions and events	1	2	3	4	5	
Support conclusions, using reasoned arguments and evidence	1	2	3	4	5	
Creative thinkers						
Generate ideas and explore possibilities	1	2	3	4	5	
Ask questions to extend their thinking	1	2	3	4	5	
Connect their own and others' ideas and experiences in inventive ways	1	2	3	4	5	
Question their own and others' assumptions	1	2	3	4	5	
Try out alternatives or new solutions and follow ideas through	1	2	3	4	5	
Adapt ideas as circumstances change	1	2	3	4	5	
Reflective learners						
Assess themselves and others, identifying opportunities and achievements	1	2	3	4	5	
Set goals with success criteria for their development and work	1	2	3	4	5	
Review progress, acting on the outcomes	1	2	3	4	5	
Invite feedback and deal positively with praise, setbacks and criticism	1	2	3	4	5	
Evaluate experiences and learning to inform future progress	1	2	3	4	5	
Communicate their learning in relevant ways for different audiences	1	2	3	4	5	

Team workers					
Collaborate with others to work towards common goals	1	2	3	4	5
Reach agreements, managing discussions to achieve results	1	2	3	4	5
Adapt behaviour to suit different roles and situations, including leadership roles	1	2	3	4	5
Show fairness and consideration to others	1	2	3	4	5
Take responsibility, showing confidence in themselves and their contribution	1	2	3	4	5
Provide constructive support and feedback to others	1	2	3	4	5
Self-managers					
Seek out challenges or new responsibilities and show flexibility when priorities change	1	2	3	4	5
Work towards goals, showing initiative, commitment and perseverance	1	2	3	4	5
Organise time and resources, prioritising actions	1	2	3	4	5
Anticipate, take and manage risks	1	2	3	4	5
Deal with competing pressures, including personal and work-related demands	1	2	3	4	5
Respond positively to change, seeking advice and support when needed	1	2	3	4	5
Manage their emotions, and build and maintain relationships.	1	2	3	4	5
Effective participators					
Discuss issues of concern, seeking resolution where needed	1	2	3	4	5
Present a persuasive case for action	1	2	3	4	5
Propose practical ways forward, breaking these down into manageable steps	1	2	3	4	5
Identify improvements that would benefit others as well as themselves	1	2	3	4	5
Try to influence others, negotiating and balancing diverse views to reach workable solutions	1	2	3	4	5
Act as an advocate for views and beliefs that may differ from their own	1	2	3	4	5

Note to learner: The circled number represents an indication of your PLTS performance so far.

Note to tutor: Indicate the level of success by circling the appropriate number during your feedback with the learner.

Summary of the PLTS coverage throughout the programme

Personal, learning and thinking skills	Unit											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Independent enquirers		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Creative thinkers				✓	✓	✓		✓	✓		✓	
Reflective learners	✓				✓							✓
Team workers	✓				✓							✓
Self-managers	✓	✓			✓	✓			✓	✓		
Effective participators	✓		✓	✓	✓	✓	✓			✓		✓
	13	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**	**24**
Independent enquirers	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓
Creative thinkers				✓	✓	✓		✓	✓	✓	✓	✓
Reflective learners		✓	✓	✓	✓		✓	✓	✓	✓	✓	
Team workers					✓							
Self-managers		✓	✓		✓			✓				
Effective participators		✓		✓	✓	✓			✓			
	25	**26**	**27**	**28**	**29**	**30**	**31**	**32**	**33**	**34**		
Independent enquirers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Creative thinkers		✓		✓			✓		✓	✓		
Reflective learners		✓	✓	✓					✓			
Team workers				✓								
Self-managers	✓	✓		✓	✓			✓	✓	✓		
Effective participators	✓				✓	✓			✓			
✓ **– opportunities for development**												

Annexe D

Wider curriculum mapping

The BTEC qualifications in this specification give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues, as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

The BTEC qualifications in this specification make a positive contribution to wider curricular areas as appropriate.

Spiritual, moral, ethical, social and cultural issues

These qualifications contribute to an understanding of:

- spiritual issues
- moral and ethical issues
- social and cultural issues.

Citizenship issues

Learners undertaking the BTEC qualifications in this specification will have the opportunity to develop their understanding of citizenship issues, for example *Unit 1: Communication and Employability Skills for IT.*

Environmental issues

Learners undertaking the BTEC qualifications in this specification will have the opportunity to develop their understanding of environmental issues, for example *Unit 25: Maintaining Computer Systems.*

European developments

Much of the content of the BTEC qualifications in this specification applies throughout Europe even though delivery is in a UK context.

Health and safety considerations

The BTEC qualifications in this specification are practically based and health and safety issues are encountered throughout the units.

Equal opportunities issues

Equal opportunities issues are implicit throughout the BTEC qualifications in this specification.

Wider curriculum mapping

	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 19	Unit 20	Unit 21	Unit 22	Unit 23
Spiritual issues																							
Moral and ethical issues	✓		✓		✓		✓	✓					✓										
Social and cultural issues	✓				✓			✓				✓	✓										
Environmental issues																							
European developments			✓				✓																
Health and safety considerations	✓				✓								✓										
Equal opportunities issues																							

	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34
Spiritual issues											
Moral and ethical issues	✓			✓					✓		✓
Social and cultural issues	✓								✓	✓	✓
Environmental issues											
European developments											
Health and safety considerations	✓				✓		✓	✓			
Equal opportunities issues											

Mapping to National Occupational Standards

The grid below maps the knowledge covered in the Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, 90-credit Diploma, Diploma and Extended Diploma in IT against the underpinning knowledge of the Level 2 National Occupational Standards for IT (ProCom).

KEY

✓ indicates that the BTEC qualification covers all of the underpinning knowledge of the NVQ unit

\# indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Procom / BTEC	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 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32
4.1 Systems Architecture		✓																	✓													
4.2 Data Analysis		✓																			✓					✓						
4.3 Human Needs Analysis	✓																														✓	
4.4 Systems Analysis		✓		✓																												
4.5 Data Design																					✓											
4.6 Human Computer Interaction/Interface (HCI) Design						✓		✓								✓				✓		✓	✓							✓	✓	
4.7 Systems Design		✓			✓				✓	✓				✓	✓																	
4.8 IT/Technology Infrastructure Design and Planning					✓												✓															
5.1 Systems Development										✓	✓																		✓			

Procom	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 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32
5.2 Software Development						✓										✓				✓		✓		✓		✓				✓		
5.3 IT/Technology Solution Testing										✓																						
6.1 Information Management			✓	✓										✓	✓						✓											
6.2 IT Security Management							✓	✓	✓																			✓				✓
6.3 IT Disaster Recovery																																
7.1 IT/Technology Service Operations and Event Management																																
7.2 IT/Technology Service Helpdesk and Incident Management												✓													✓							
7.3 IT/Technology Problem Management												✓	✓																			
7.4 IT Application Management/Support																																
7.5 IT/Technology Management and Support																																
7.6 Availability Management																																
7.7 IT/Technology Capacity Management																													✓			
7.8 Change and Release Management																																
7.9 IT/Technology Service Catalogue and/or Service Level Management, Measurement and Reporting																																

Procom	BTEC	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 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32
7.10 IT/Technology Asset and Configuration Management																														✓			
7.11 Supplier Management																																	
7.12 Technical Evaluation																																	

Annexe F

Unit mapping overview

NQF BTEC Level 3 Nationals for IT Practitioners (specification end date 31/08/2010)/new QCF versions of the BTEC qualifications in IT (specification start date 01/09/2010) – the BTEC Level 3 Certificate in IT, BTEC Level 3 Subsidiary Diploma in IT, BTEC Level 3 90-credit Diploma in IT, BTEC Level 3 Diploma in IT and the BTEC Level 3 Extended Diploma in IT.

Old / New	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 19	Unit 20
Unit 1	F																			
Unit 2		F																		
Unit 3			F																	
Unit 4																				
Unit 5																				
Unit 6																				
Unit 7															P					
Unit 8																				
Unit 9																				
Unit 10								P												
Unit 11							P													
Unit 12																				
Unit 13																				
Unit 14																				P
Unit 15																				
Unit 16																				
Unit 17																				

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))

Old / New	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 19	Unit 20
Unit 18																				
Unit 19																				
Unit 20																				
Unit 21																				

New \ Old																		
Unit 22																		
Unit 23												P						
Unit 24													F					
Unit 25														F				
Unit 26															P			
Unit 27																	P	
Unit 28																		
Unit 29																		
Unit 30																		
Unit 31																		
Unit 32																		
Unit 33																		
Unit 34																		

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))

New \ Old	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35
Unit 1															
Unit 2															
Unit 3															
Unit 4															
Unit 5		F													
Unit 6															
Unit 7															
Unit 8													P		
Unit 9															
Unit 10															
Unit 11															
Unit 12								F							
Unit 13								P							

Unit 14															
Unit 15					F										
Unit 16															
Unit 17															

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))

New \ Old	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35
Unit 18															
Unit 19															
Unit 20															
Unit 21															
Unit 22															
Unit 23															
Unit 24															
Unit 25															
Unit 27															
Unit 28	P														
Unit 29			F												
Unit 30				P											
Unit 31						P									
Unit 32											F				
Unit 33															
Unit 34													P		

KEY

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

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

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

Unit mapping in depth

NQF BTEC National for IT Practitioners (specification end date 31/08/2010)/new QCF versions of the BTEC qualifications in IT (specification start date 01/09/2010) – the BTEC Level 3 Certificate in IT, BTEC Level 3 Subsidiary Diploma in IT, BTEC Level 3 90-credit Diploma in IT, BTEC Level 3 Diploma in IT and the BTEC Level 3 Extended Diploma in IT.

New units		Old units		Mapping/comments (new topics in italics)
Number	**Name**	**Number**	**Name**	
Unit 1	Communication and Employability Skills for IT	Unit 1	Communication and Employability Skills for IT	Minor changes and updated content
Unit 2	Computer Systems	Unit 2	Computer System	Minor changes and updated content
Unit 3	Information Systems	Unit 3	Information Systems	Minor changes and updated content
Unit 4	Impact of the Use of IT on Business Systems	Unit 35	Impact of the Use of IT on Business Systems	Minor changes and updated content
Unit 5	Managing Networks	Unit 22	Network Management	Minor changes and updated content
Unit 6	Software Design and Development	Unit 18	Principles of Software Design and Development	Minor changes and updated content
Unit 7	Organisational Systems Security	Unit 15	Organisational Systems Security	Minor changes and updated content
Unit 8	e-Commerce	Unit 34	e-Commerce	Minor changes and updated content
Unit 9	Computer Networks	Unit 27	Principles of Computer Networks	Minor changes and updated content
Unit 10	Communication Technologies	Unit 8	Communication Technologies	Minor changes and updated content
Unit 11	Systems Analysis and Design	Unit 7	IT Systems Analysis and Design	Minor changes and updated content
Unit 12	IT Technical Support	Unit 28	IT Technical Support	Minor changes and updated content
Unit 13	IT Systems Troubleshooting and Repair	Unit 29	IT Systems Troubleshooting and Repair	Minor changes and updated content
Unit 14	Event Driven Programming	Unit 20	Event Driven Programming	Minor changes and updated content
Unit 15	Object Oriented Programming	Unit 25	Object Oriented Programming	Minor changes and updated content
Unit 16	Procedural Programming			New unit, similar structure to Units 14 and 15
Unit 17	Project Planning with IT	Unit 4	IT Project	Minor changes and updated content
Unit 18	Database Design	Unit 5	Advanced Database Skills	Minor changes and updated content

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 19	Computer Systems Architecture	Unit 9	Computer Architecture	Minor changes and updated content
Unit 20	Client Side Customisation of Web Pages	Unit 10	Client Side Customisation of Web Pages	Minor changes and updated content
Unit 21	Data Analysis and Design	Unit 11	Data Analysis and Design	Minor changes and updated content
Unit 22	Developing Computer Games	Unit 12	Developing Computer Games	Minor changes and updated content
Unit 23	Human Computer Interaction	Unit 13	Human Computer Interaction	Minor changes and updated content
Unit 24	Controlling Systems Using IT	Unit 14	Controlling Systems Using IT	Minor changes and updated content
Unit 25	Maintaining Computer Systems	Unit 16	Maintaining Computer Systems	Minor changes and updated content
Unit 26	Mathematics for IT Practitioners	Unit 17	Mathematics for IT Practitioners	Minor changes and updated content
Unit 27	Web Server Scripting	Unit 19	Web Server Scripting	Minor changes and updated content
Unit 28	Website Production	Unit 21	Website Production and Management	Minor changes and updated content
Unit 29	Installing and Upgrading Software	Unit 23	Installing and Upgrading Software	Minor changes and updated content
Unit 30	Digital Graphics	Unit 24	Digital Graphics and Computers	Minor changes and updated content
Unit 31	Computer Animation	Unit 26	Computer Animation	Minor changes and updated content
Unit 32	Networked Systems Security	Unit 30	Networked Systems Security	Minor changes and updated content
Unit 33	Supporting Business Activity	Unit 31	Exploring Business Activity (Business Import)	Minor changes and updated content
Unit 34	Business Resources	Unit 32	Investigating Business Resources (Business Import)	Minor changes and updated content

Annexe G

Examples of calculation of qualification grade above pass grade

Edexcel will automatically calculate the qualification grade for learners when unit grades are submitted.

The generic examples below demonstrate how the qualification grade above pass is calculated.

Points available for credits achieved at different QCF levels and unit grades

The table below shows the **number of points scored per credit** at the unit level and grade.

Unit QCF level	Points per credit		
	Pass	**Merit**	**Distinction**
Level 2	5	6	7
Level 3	**7**	**8**	**9**
Level 4	9	10	11

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table below will achieve the qualification merit, distinction or distinction* grades (or combinations of these grades appropriate to the qualification).

Qualification grade

BTEC Level 3 Certificate

Points range above pass grade	Grade	
230-249	Merit	M
250-259	Distinction	D
260 and above	Distinction*	D*

BTEC Level 3 Subsidiary Diploma

Points range above pass grade	Grade	
460-499	Merit	M
500-519	Distinction	D
520 and above	Distinction*	D*

BTEC Level 3 90-credit Diploma

Points range above pass grade	Grade
660-689	MP
690–719	MM
720-749	DM
750–769	DD
770-789	D*D
790 and above	D*D*

BTEC Level 3 Diploma

Points range above pass grade	Grade
880-919	MP
920-959	MM
960-999	DM
1000-1029	DD
1030-1059	D*D
1060 and above	D*D*

BTEC Level 3 Extended Diploma

Points range above pass grade	Grade
1300-1339	MPP
1340-1379	MMP
1380-1419	MMM
1420-1459	DMM
1460-1499	DDM
1500-1529	DDD
1530-1559	D*DD
1560-1589	D*D*D
1590 and above	D*D*D*

Example 1

Achievement of pass qualification grade

A learner completing a 30-credit BTEC Level 3 Certificate **does not** achieve the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Pass	7	10 × 7 = 70
Unit 2	3	10	Pass	7	10 × 7 = 70
Unit 3	3	10	Merit	8	10 × 8 = 80
Qualification grade totals		**30**	**Pass**		**220**

Example 2

Achievement of merit qualification grade

A learner completing a 30-credit BTEC Level 3 Certificate achieves the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Pass	7	10 × 7 = 70
Unit 2	3	10	Merit	8	10 × 8 = 80
Unit 3	3	10	Merit	8	10 × 8 = 80
Qualification grade totals			**Merit**		**230**

Example 3

Achievement of distinction qualification grade

A learner completing a 60-credit BTEC Level 3 Subsidiary Diploma achieves the points required to gain a distinction qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Merit	8	10 × 8 = 80
Unit 2	3	10	Distinction	9	10 × 9 = 90
Unit 3	3	10	Distinction	9	10 × 9 = 90
Unit 5	3	10	Merit	8	10 × 8 = 80
Unit 6	2	10	Distinction	7	10 × 7 = 70
Unit 11	3	10	Distinction	9	10 × 9 = 90
Qualification grade totals		**60**	**Distinction**		**500**

Example 4

Achievement of distinction distinction grade

A learner completing a BTEC Level 3 90-credit Diploma achieves the points required to gain a distinction distinction qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Merit	8	10 × 8 = 80
Unit 2	3	10	Distinction	9	10 × 9 = 90
Unit 3	3	10	Distinction	9	10 × 9 = 90
Unit 4	3	10	Merit	8	10 × 8 = 80
Unit 5	3	10	Merit	8	10 × 8 = 80
Unit 6	2	10	Distinction	7	10 × 7 = 70
Unit 11	3	10	Distinction	9	10 × 9 = 90
Unit 15	4	10	Merit	10	10 × 10 = 100
Unit 17	3	10	Pass	7	10 × 7 = 70
Qualification grade totals		**90**	**Distinction Distinction**		**750**

seb281111//G/LT/PD/Nationals 2011/90-credit Quals/BN029815 BTEC 90-credit in IT L3 Spec Issue 2.indd/76/0