



دراسة وينشستر  
The Winchester School



2025-2026

Creating opportunities for student excellence



BTEC International Level 3

Applied Science

STUDENT HANDBOOK



Learn about the new  
**Pearson BTEC International Level 3 qualifications**

**A WORLD-CLASS,  
CAREER-READY  
QUALIFICATION**



### About Winchester School

As one of Dubai's preferred schools, our school has been teaching the National Curriculum for England (NCFE) to students from across the world since September, 2003. And we continue to be a preferred educator because of our prime location, excellent facilities and our reputation for providing a high-standard of education at an affordable price.

### Qualifications, sizes and purposes at a glance

<b>Title</b>	<b>Size and structure</b>	<b>Summary purpose</b>
<b>Pearson BTEC International Level 3 Diploma in Applied Science</b>	720 GLH Equivalent in size to two International A Levels. Eleven units, of which seven are mandatory and are assessed by Pearson Set Assignment. Mandatory content (67%).	This qualification is designed to support learners who want to study science-based qualifications as the main element alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to higher education if taken as part of a programme of study that included other BTEC International Level 3 qualifications or International A Levels.
<b>Pearson BTEC International Level 3 Diploma in Applied Science (Biomedical Science)/ (Environmental Science)</b>	720 GLH Equivalent in size to two International A Levels. Eleven Units of which eight are mandatory units. Three units are assessed by Pearson Set Assignment. Mandatory content (75%)	

A Pearson BTEC qualification is all about putting what you know straight into practice. Learners will learn through real-life scenarios, equipping them with the knowledge and skills to succeed in whatever career path they choose in the future.

Partnering with real businesses and understanding what skills they need are at the heart of Pearson BTEC qualifications. We work with industry experts to ensure the qualifications you teach and the skills your students learn will meet their high standards. That means when your learners study a BTEC, they gain the skills that employers really want.

Pearson BTEC qualifications are recognized by employers, universities and Ministries of Education around the world. We are always seeking to expand the number of countries where BTECs are recognized to increase the employment progression opportunities for learners.

BTEC learners are also able to progress to higher education studies right up to the final year of an undergraduate degree. With employers looking for a mix of academic and skills-based qualifications, your students will be kick-starting their career in the very best way possible - with a world-class qualification respected by employers. BTEC qualifications at level 3 are recognized by an increasing number of UK and International Universities for entry onto undergraduate degree programmes.

***BTEC International Level 3 programmes allow learners to apply knowledge and skills to their local environment and context.***

### **What makes vocational Qualifications different?**

- Students develop skills, knowledge and understanding in the vocational area they are studying.
- Each vocational course is made up of a number of units, allowing students to build up their qualification in stages.
- Students are assessed through coursework.
- Students produce evidence for their key skills qualification through their vocational course.
- Students take responsibility for their own learning by planning their work, doing research and regularly reviewing their progress.

### **Why do we offer BTEC courses?**

- Employers value the qualities that vocational students bring to the workplace e.g., organisation, time management, communication and research skills.
- Universities value the independent study skills that vocational students bring to their courses.
- The courses are flexible so that they meet the needs of a wide range of students. They are available at different levels in a variety of formats. They can be taken alongside other qualifications such as traditional GCSEs, A levels.
- They give students the opportunity to try a range of activities such as designing products, organizing events, investigating how professionals work and working in teams.

# Pearson BTEC International Level 3 Qualifications

UK NARIC's independent evaluation and benchmarking of the Pearson BTEC International Level 3 qualifications has found the following comparability in the context of the UK education system<sup>1</sup>:

Pearson international qualification	Comparable RQF level	Comparable qualification
Pearson BTEC International Level 3 Certificate	3	National BTEC (RQF) Certificate
Pearson BTEC International Level 3 Subsidiary Diploma	3	National BTEC (RQF) Extended Certificate
Pearson BTEC International Level 3 Foundation Diploma	3	National BTEC (RQF) Foundation Diploma
<b>Pearson BTEC International Level 3 Diploma</b>	<b>3</b>	<b>National BTEC (RQF) Diploma</b>
Pearson BTEC International Level 3 Extended Diploma	3	National BTEC (RQF) Extended Diploma

## Which BTEC courses do we offer?

The Winchester School takes its responsibility for ensuring the quality and reliability of assessment very seriously. It recognizes that high quality assessment practices are an important element of the student experience and that the outcomes of assessment influence students' future lives.

At Winchester School, we offer the following BTEC courses:

<https://qualifications.pearson.com/en/qualifications/btec-international-level-3.html>

1. Pearson BTEC International Level 3 Diploma in Business (CZLY5)
2. Pearson BTEC International Level 3 Diploma in Information Technology ( CZSZ1)
3. Pearson BTEC International Level 3 Diploma in Applied Science (CZVP7)

Quality Nominee: Ms. Preeti Manoj						
CourseTitle	BTEC Coordinator	Examinations Officer (EO)	Lead Internal	Programme Leader (PL)	Internal Verifier (IV)	Teacher/
Pearson BTEC International Level 3 Diploma in Business	Ms. Shalini Rajan	Ms. Sujaya Sen	Ms. Shalini Rajan	Ms. Lincy Shibu Ms.	Ms. Sofia Sebastian s. Jane Monteiro Delma Sharyl Geetha Pandey	Ms. Sofia Sebastian Ms. Geetha Pandey Ms. Delma Sharyl Ms. Jane Monterio
Pearson BTEC International Level 3 Diploma in Information Technology				Ms. Shalini Rajan	Ms. Sarika Kunder Ms. Shalini Rajan Ms. Navya KN	Ms. Sarika Kunder Ms. Shalini Rajan Ms. Navya KN
Pearson BTEC International Level 3 Diploma in Applied Science				Ms. Aditi Kapoor	Ms. Sujaya Sen Ms. Aarti Kapoor Ms. Asha Vasudevan Ms. Asha Ignatious	Ms. Priyanka Wana Ms. Asha Ignatious Ms. Caren Miranda Ms. Ayah Rafic Ms. Jaseena Jailavuddeen <a href="#">Ms. Sheba Joseph</a>

## **What will be expected of you**

Your BTEC course will be different in some ways to the rest of your subjects, although it will be the same in other ways.

- We expect at least 98% attendance and punctuality to lessons.
- We expect you to be able to follow the school behavior expectations and contribute positively in lessons.
- We expect you, at times, to work outside of lessons – an independent approach to your studies. Being organized and taking initiatives are vital when your assessment are based on submitted portfolios.
- We expect you to hand in work that is organized, neatly presented and can be easily identified as your own. Plagiarism will not be accepted at all.

## **What you can expect from us**

- Teachers teaching BTEC courses are highly qualified and have learning experience.
- They will also make the experience as relevant to the particular sector you are studying as possible. This will include using links where possible with people and organisations within the relevant industry. Teachers will use web links and relate the course content with real life situations.
- All staff will support your progress in class and where possible will provide additional support outside of lesson time to ensure you realise your potential within the subject. We ensure learner's progress in class and provide additional support for assignments.
- All assignments must be marked and assessed within the given deadline.

All BTEC Students will be registered at Edexcel by the school examination officer Ms. Sujaya Sen

## How will standards of work be maintained?

### Internal Verification

This is a quality control check to ensure that all students' work is being fairly marked and standards are being maintained. When a unit of work has been assessed and graded it will be passed to another teacher in the department who will check that all of the tasks have been completed to the appropriate standard. It may be necessary at this stage, for you, to amend your work, if it does not meet the standards set by other students, who have been awarded the same grade

### External Verification

An external verifier from Pearson will visit school in the course of the academic year to look at samples of work covering one unit. The samples will be chosen to show the different grades awarded. The external verifier will be checking the quality of the assignments and the standard of assessment.

### Plagiarism and Malpractice

In order to achieve a BTEC qualification, you must produce your own work. You will not be allowed to:

- Copy word for word from textbooks
- Copy and paste from the Internet
- Copy from other students (past or present)

Pearson has a clear policy on how to deal with students who cheat. If you copy the work of another student, you will risk having your work cancelled and may achieve nothing. If you lend your work to others, you will also risk having your work cancelled. If you steal another student's work and copy it, the exam board may cancel all of your courses. Do not cheat, remember your teachers are very good at detecting work that has been copied

## How will your work be assessed?

- All students will have to produce a portfolio of evidence. For each unit of work you will be given a series of tasks to complete and an assessment grid that will identify what you have to do to achieve a particular grade. Your teacher will check your work against the grid and make comments about the effort you have made and the quality of your work. Suggestions will be made to help you to achieve first, the minimum pass standard and then, the merit and distinction grades. Points will be awarded and added to your overall score with every unit that you complete.

1. Teaching and learning feedback could include, for example:
  - a. Teachers identifying areas for learner progression including further challenge
  - b. Teachers explain how BTEC assessment works and what students need to do in order to achieve a Pass, Merit or Distinction
2. During assessment feedback could include for example:
  - a. Guidance on how to approach the knowledge and skills requirements
  - b. Guidance on appropriate behaviour and approach including confirmation of deadlines etc.
  - c. Confirmation of which criteria the assessor is targeting and clarification of what the assignment brief requires
3. Following assessment feedback on the assessment record should include;
  - a. The criteria the learner achieved (with explanation of the assessor's decisions)
  - b. The criteria not achieved and why (although not a list of instructions on how to get a higher grade)
  - c. General comment on approach, conduct and grammar etc.

## **Resubmission of Evidence**

### **Opportunities for resubmission of evidence**

Because every assignment contributes to the final qualification grade, it may be appropriate for the Lead Internal Verifier to authorise one opportunity for a learner to resubmit evidence to meet assessment criteria targeted by an assignment.

Because every assignment contributes towards the final qualification grade, the new rules framework allows for one resubmission of evidence for each assignment. There are now clear guidelines around when and how your Lead Internal Verifier can authorise a resubmission which ensure any resubmissions are fairly and consistently implemented for all learners.

### **When is resubmission permissible?**

- the learner has met initial deadlines set in the assignment, or has met an agreed deadline extension
- the tutor judges that the learner will be able to provide improved evidence without further guidance
- The assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed-and-dated declaration of authenticity by the learner.

## **ASSESSMENT PROCEDURES**

### **Handing in Assignments**

- You will be given a deadline for each assignment
- You will be given oral/written feedback on your work.
- Your teacher may then give you an opportunity to resubmit the work, if in his/her opinion you will achieve

### **Failure to meet deadlines**

- If you fail to hand in work by the agreed deadline you will need to provide evidence of extenuating circumstance e.g., a Doctor's Certificate. It will not be acceptable to say to your teacher that you did not have time to complete the assignment.
- A failure on your part may result in you not having the opportunity to upgrade your work for a merit or distinction level.

### **Conditions for retaking a new assignment**

If a learner has met all of the conditions listed above in opportunities for resubmission, but still not achieved the targeted pass criteria following resubmission of an assignment, the Lead Internal Verifier may authorize one retake opportunity to meet the required pass criteria.

The Lead Internal Verifier must only authorize a retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so.

- The retake must be a new task or assignment targeted only to the pass criteria which were not achieved in the original assignment.
- The assessor must agree and record a clear deadline before the learner starts a retake.
- The learner and the assessor must sign declarations of authentication as they both did for the previous submissions.
- The assessor cannot award a merit or distinction grade for a retake.
- The learner will not be allowed any further resubmissions or retakes.

# Assessment Policy for BTEC Programme

It is inclusive of Assessment Policy, Internal Verification Policy, Malpractice and Strategies Purpose of Assessments: Learners need to know how their learning has progressed, what they have achieved and what their targets are. Following are the objectives

- To standardise the programme
- To be accurate in assessing all learners' assessments against set criteria
- To give equal opportunities for all learners
- To mark with realistic achievable targets
- To make recommendations to inform learners about their progress
- To record and inform progress
- To ensure accuracy and validity leading to certification by the board

## Types of assessment:

- Formative – Assessment for learning - To value students work. Formative assessment helps both the student and the teacher to work on the small area that is under focus so that a timely adjustment can be made. These pointers can help the students to reach the targets within a set frame work which is a short- t e r m goal for the student and the teacher. Formative assessment clearly shows the NEXT STEP during the learning process to the students as learner.
- Diagnostic – To help diagnose problems, to offer advice, to set targets. DIAGNOSTIC feedback given to the students will give them a good understanding of what his/her NEXT STEP is.
- Summative – Assessment of learning - To assess the extent of a student's knowledge. Summative assessments are given periodically to help the students to achieve their short- t e r m goals and move on to long term goals. End of a Unit, End of Term, End of Year Exam, Board Exams are the examples of Summative assessment.
- Evaluation – To measure progress, to provide information for records or reports, to help teachers evaluate the success of teaching methods.

## How assessments help in the progression of the Learners and are the responsibilities of the centre:

- Quality assurance regarding the assessment briefs
- Diagnostic marking with clear pointers – NEXT STEP
- Keeping a record of the students results to plot and monitor their progress
- Progressive opportunities for the learners and teachers to learn from one another.
- Focus on the learner's learning not just on the learner's work.

## Procedure followed in order to do this.

### The Winchester School will provide and expect Learners to:

- Be punctual and regular to school.
- Ensure that they have received Assignment briefs on time and have clarity on the tasks and criteria.
- Provide Citations and referencing for research resources.
- Produce appropriate evidence for assessment to meet the criteria.
- Provide a variety of evidences that meet the criteria.
- Should declare the work is their own by authorising the documents provided to the assessor.
- Should avoid unacceptable plagiarism, collusion and cheating or any other type of malpractice.
- Should understand that malpractice also includes destruction of other's work.

- Understand the consequences or the outcomes of any type of malpractice.
- Know the procedure of appealing for rights.
- Work on the constructive feedback given by assessors.
- Meet all the timelines and deadlines given by the Assessor.

**Students will expect Assessors to provide:**

- Clear induction programme to the team to incorporate all elements of the programme.
- Assignment briefs which are written in simple language
- Real life scenarios to work with.
- Constructive feedback given to learners by assessors.
- Appropriate evidence for assessment to meet the criteria.
- A variety of evidences that learners can provide to meet the criteria.
- Minimise opportunities for malpractice.
- Realistic timelines and deadlines.
- Opportunities for a variety of Formative assessment of learners' work.
- Authorization of all documents provided by the learner.
- Resources to ensure that assessment can be performed accurately and appropriately.
- A robust and rigorous verification procedure.
- Assist on understanding why they should avoid plagiarism, collusion and cheating or any other type of malpractice.
- A clear understanding of the consequences or the outcomes of any type of malpractice.
- Check for the citations and referencing for research resources in the assignments submitted by the learners.
- Marking and setting targets as per the standardized criteria given for learners.
- Targets to ensure that assessments can be performed accurately and appropriately.
- Decisions are impartial, valid and reliable.
- Accurate records of assessment decisions.
- The procedure of appealing for rights of learners.
- Safe storage of learner's profiles.
- Samples for Standard Verifier as required by the awarding body.
- Monitoring of standards verification reports and undertaking any remedial action required.
- Share good assessment practice between all BTEC programme teams.
- Assurance that BTEC assessment methodology and the role of the individuals are understood by all BTEC staff.

**Provide and expect Internal Verifiers to:**

- Assess learners' work for accuracy, consistency, datelines, validity and authentic as per the standards of the board.
- Ensure that all instructions given to learners and assessors are accurate.
- Be a part of the audit trail of learners' achievement and short comes records.
- Give constructive feedback to the Assessor by the Internal Verifier about the assignment brief
- Provide samples for Standard Verifier as required by the awarding body
- Monitor standards verification reports and undertake any remedial action required
- Share good assessment practice between all BTEC programme teams
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- Provide resources to ensure that assessment can be performed accurately and appropriately.
- Ensure that learners declare the work submitted their own by authorising the documents provided to the assessor.

### **Expectations Head of Centre/ Programme Manager:**

- To make sure that the understanding and execution of the programme is done as per the standards of the board.
- Ensure that the systems and resources are in place for learners to work and Assessors to plan.
- Monitor the induction sessions shared with relevant personnel of the staff.
- Conduct an investigation with regard to malpractice allegations along with the support of all personnel linked.
- If any case of malpractice is proven, the centre will apply penalties or sanctions as referred.
- If there are any learners with special learning requirement, they must not misuse the conditions where the support has the potential to influence the outcome of the assessment.

### **DEFINITION OF MALPRACTICE BY LEARNERS**

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Plagiarism of any nature
- Collusion by working collaboratively with other learners to produce work that
- is submitted as individual learner work Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

### **DEFINITION OF MALPRACTICE BY CENTRE STAFF**

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- Failure to keep candidate coursework/portfolios of evidence secure
- Fraudulent claims for certificates
- In appropriate retention of certificates
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- Producing falsified witness statements, for example for evidence the learner has not generated

This policy will be reviewed every 6 months by Head of Centre

Signed:

Date:

## Pearson BTEC International Level 3 Diploma in Applied Science

### Mandatory units

There are seven mandatory units of which three are set assignment units. Learners must complete and achieve a Pass or above in all mandatory units.

### Optional units

Learners must complete optional units totaling at least 240 GLH.

[Applied Science | Pearson qualifications](#)



Pearson BTEC International Level 3 Diploma in Applied Science				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve all units</b>				
1	Principles and Applications of Biology I	60	Mandatory	Set assignment
2	Principles and Applications of Chemistry I	60	Mandatory	Set assignment
3	Principles and Applications of Physics I	60	Mandatory	Set assignment
4	Investigative Project Skills	120	Mandatory	Internal
5	Principles and Applications of Biology II	60	Mandatory	Internal
6	Principles and Applications of Chemistry II	60	Mandatory	Internal
7	Principles and Applications of Physics II	60	Mandatory	Internal
<b>Optional units – learners must complete optional units to a minimum value of 240 GLH</b>				
11	Functional Physiology of Human Body Systems	60	Optional	Internal
12	Human Regulation and Reproduction	60	Optional	Internal
13	Biological Molecules and Metabolic Pathways	60	Optional	Internal
14	Genetics and Genetic Engineering	60	Optional	Internal
15	Diseases and Infections	60	Optional	Internal
16	Applications of Inorganic Chemistry	60	Optional	Internal
17	Electrical Circuits and their Applications	60	Optional	Internal
18	Astronomy and Space Science	60	Optional	Internal
19	Microbiology and Microbiological Techniques	60	Optional	Internal



## Pearson Progress

Pearson Progress is a new digital support system that helps you to manage the assessment and quality assurance of the Pearson BTEC International Level 3 qualifications. It supports delivery, assessment and quality assurance of BTECs in centres and supports teachers and students as follows:

- course creation
- creating and verifying assignments
- creating assessment plans and recording assessment decisions
- upload of assignment evidence
- tracking progress of every learner

The system is accessible for teachers and learners so that both teachers and learners can track their progress.

## Qualification and unit content

Pearson has developed the content of the new BTEC International Level 3 qualifications in collaboration with employers and representatives from higher education, and relevant professional bodies. In this way, we have ensured that content is up to date and that

it includes the knowledge, understanding, skills and personal attributes required in the sector.

The mandatory content ensures that all learners are following a coherent programme of study and that they acquire knowledge, understanding and skills that will be recognised and valued by higher education and employers. Learners are expected to show achievement across mandatory units as detailed in Section 2 Structure.

BTEC qualifications encompass applied learning that brings together knowledge and understanding with practical and technical skills. **This applied learning is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills.** Transferable skills are those such as communication, teamwork and research and analysis, which are valued in both higher education and the workplace. Opportunities to develop these skills are signposted in the units.

Our approach provides rigour and balance, and promotes the ability to apply learning immediately in new contexts.

## Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. All assessment is internal but some mandatory units have extra controls on assessment and are assessed using Pearson Set Assignments. Additionally, some units are synoptic.

## Set assignment units

Some mandatory units in the qualifications are assessed using a set assignment.

Each assessment is set by Pearson and will need to be taken under controlled conditions before it is marked by teachers. Set assignment units are subject to external standards verification processes common to all BTEC units. By setting an assignment for some units, we can ensure that all learners take the same assessment for a specific unit. Learners are permitted to resit set assignment units during their programme. Please see Section 6 Internal assessment for further information.

Set assignments are available from September each year and are valid for one year only. For detailed information on the Pearson Set Assignment, please see the table in Section 2 Structure. For further information on preparing for assessment, see Section 5 Assessment structure.

## **Internal assessment**

All units in the sector are internally assessed and subject to external standards verification. Before you assess you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in Section 6 Internal assessment.

For units where there is no Pearson Set Assignment, you select the most appropriate assessment methods according to the learning set out in the unit. This ensures that learners are assessed using a variety of methods to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills using appropriate tools/ processes, etc.

For these units, Pearson will provide an Authorised Assignment brief that you can use. You will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence.

## **Language of assessment**

Assessment of the units for these qualifications are available in English but can be translated as necessary. All learner work must be available for standardisation in English. A learner taking the qualification/s may be assessed in sign language where it is permitted for the purpose of reasonable adjustment.

**Command words** are the words or phrases used by examiners to tell you how you should meet the Assessment Criteria. It is important that you know the most common command words used in BTEC courses, and understand what they mean.

## Pass

<b>Describe</b>	Give a clear description that includes all the relevant features - think of it as 'painting a picture with words'
<b>Define</b>	Clearly explain what a particular term means and give an example, if appropriate, to show what you mean
<b>Design</b>	Create a plan, proposal or outline to illustrate a straightforward concept or idea
<b>Explain</b>	Set out in detail the meaning of something, with reasons. More difficult than describe or list, so it can help to give an example to show what you mean. Start by introducing the topic then give the 'how' or 'why'
<b>Identify</b>	Point out or choose the right one or give a list of the main features
<b>Illustrate</b>	Include examples or a diagram to show what you mean
<b>Interpret</b>	Define or explain the meaning of something
<b>List</b>	Provide the information in a list, rather than in continuous writing
<b>Outline</b>	Write a clear description but not a detailed one
<b>Plan</b>	Work out and plan how you would carry out a task or activity
<b>State</b>	Write a clear and full account
<b>Summarise</b>	Write down or articulate briefly the main points or essential features

## Merit

<b>Analyse</b>	Identify separate factors, say how they are related and how each one contributes to the topic
<b>Assess</b>	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant
<b>Compare/ Contrast</b>	Identify the main factors that apply in two or more situations and explain the similarities and differences or advantages and disadvantages
<b>Demonstrate</b>	Provide several relevant examples or related evidence which clearly supports the arguments you are making. This may include showing practical skills
<b>Design</b>	Create a plan, proposal or outline to illustrate a relatively complex concept or idea
<b>Explain in detail</b>	Provide details and give reasons and/or evidence to clearly support the argument you are making
<b>Justify How/ Why</b>	Give reasons or evidence to support your opinion or view to show how you arrived at these conclusions

## Distinction

<b>Appraise</b>	Consider the positive and negative points and give a reasoned judgement
<b>Assess</b>	Make a judgement on the importance of something – similar to evaluate
<b>Comment critically</b>	Give your view after you have considered all the evidence. In particular, decide the importance of all the relevant positive and negative aspects
<b>Criticise</b>	Review a topic or issue objectively and weigh up both positive and negative points before making a decision
<b>Draw conclusions</b>	Use the evidence you have provided to reach a reasoned judgement
<b>Evaluate</b>	Review the information then bring it together to form a conclusion. Give evidence for each of your views or statements
<b>Evaluate critically</b>	Decide the degree to which a statement is true or the importance or value of something by reviewing the information. Include precise and detailed information and assess possible alternatives, bearing in mind their strengths and weaknesses if they were applied instead

## Points available for units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size		
	60 GLH	90 GLH	120GLH
<b>U</b>	0	0	0
<b>Pass</b>	6	9	12
<b>Merit</b>	10	15	20
<b>Distinction</b>	16	24	32

## Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made.

Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant Calculation of qualification grade table for the cohort.

### Calculation of qualification grade

Applicable for registration from 1 April 2020.

Certificate		Subsidiary Diploma		Foundation Diploma		Diploma		Extended Diploma	
180 GLH		360 GLH		510 GLH		720 GLH		1080 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0	U	0
Pass	18	P	36	P	51	PP	72	PPP	108
						MP	88	MPP	124
								MMP	140
Merit	26	M	52	M	73	MM	104	MMM	156
						DM	124	DMM	176
								DDM	196
Distinction	42	D	74	D	104	DD	144	DDD	216
						D*D	162	D*DD	234
								D*D*D	252
Distinction*	48	D*	90	D*	130	D*D*	180	D*D*D*	270

This table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued via our website.

## Units

### Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

Section	Explanation
<b>Unit number</b>	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
<b>Unit title</b>	This is the formal title that we always use, it appears on certificates.
<b>Level</b>	All units are at Level 3.
<b>Unit type</b>	This shows if the unit is internal or assessed using a Pearson Set Assignment. See structure information in <i>Section 2 Structure</i> for details.
<b>Guided Learning Hours (GLH)</b>	Units may have a GLH value of 120, 90 or 60. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	This is a brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures, etc.
<b>Unit introduction</b>	This is written with learners in mind. It indicates why the unit is important, how learning is structured and how it might be applied when they progress to employment or higher education.
<b>Assessment</b>	For internal set assignment units, this section states whether Pearson Set Assignments are required to be completed.
<b>Learning aims</b>	These help to define the scope, style and depth of learning of the unit. You can see where learners should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in <i>Appendix 3: Glossary of terms used</i> .
<b>Summary of unit</b>	This section helps teachers to see at a glance the main content areas given against the learning aims and the structure of the assessment. The content areas and structure of assessment must be covered. The forms of evidence given are suitable to fulfil the requirement.

Section	Explanation
<b>Content</b>	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.
<b>Assessment criteria</b>	Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion. A full glossary of terms used is given in <i>Appendix 3: Glossary of terms used</i> . All assessors need to understand our expectations of the terms used. Distinction criteria represent outstanding performance in the unit. Some criteria require learners to draw together learning from across the learning aims.
<b>Essential information for assignments</b>	This shows the maximum number of assignments that may be used for the unit to allow for effective summative assessment and how the assessment criteria should be used to assess performance. For Pearson Set Assignment units, this section will include any conditions for taking the assignment.
<b>Further information for teachers and assessors</b>	This section gives you information to support the implementation of assessment. It is important that this is read carefully alongside the assessment criteria, as the information will help with interpretation of the requirements.
<b>Resource requirements</b>	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources, see <i>Section 10 Resources and support</i> .
<b>Essential information for assessment decisions</b>	This section gives guidance on and examples for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard.
<b>Assessment controls</b>	This section gives details of the rules that learners need to abide by when taking the assessment.
<b>Links to other units</b>	This section shows you the main relationships between different units. This helps you to structure your programme and make best use of available materials and resources.
<b>Employer involvement</b>	This section gives you information on the units, which can be used to involve learners with employers. This will help you to identify the kind of involvement that is likely to be most successful.
<b>Opportunities to develop transferable employability skills</b>	This section gives you guidance on how transferable employability skills might be developed in teaching and assessment of the unit.