

EDEXCEL  
FOUNDATION



# BTEC Higher Nationals in Computing

## Teaching Resources

This **Course Guidance** document includes the annexes to the syllabus document as well as a list of other relevant publications.

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## 1.0 ANNEXES TO GUIDANCE INFORMATION

### 1.1 Summary of Common Skills outcome statements

Common Skills	Outcome
Managing and Developing Self	1 Manage own roles and responsibilities 2 Manage own time in achieving objectives 3 Undertake personal and career development 4 Transfer skills gained to new and changing situations and contexts
Working with and Relating to Others	5 Treat others' values, beliefs and opinions with respect 6 Relate to and interact effectively with individuals and groups 7 Work effectively as a team member
Communicating	8 Receive and respond to a variety of information 9 Present information in a variety of visual forms 10 Communicate in writing 11 Participate in oral and non-verbal communication
Managing Tasks and Solving Problems	12 Use information sources 13 Deal with a combination of routine and non-routine tasks 14 Identify and solve routine and non-routine problems
Applying Numeracy	15 Apply numerical skills and techniques
Applying Technology	16 Use a range of technological equipment and systems
Applying Design and Creativity	17 Apply a range of skills and techniques to develop a variety of ideas in the creation of new/modified products, services or situations 18 Use a range of thought processes

Further guidance is available in the following Edexcel publications:

- *Common Skills & Core Themes – General Guidance* (80-037-2)
- *Common Skills & Core Themes – Implementation Guidance* (80-040-2)

## 1.2 Standards and Routes to Registration (SARTOR)

The Third Edition of the Engineering Council's policy statement 'Standards and Routes to Registration' was published in September 1997. Whilst not affecting students in mid-course at the time of change, the Third Edition criteria become effective on 1 September 1999.

The educational base requirement for Incorporated Engineer registration is:

- a 3-year programme comprising either an engineering, technology or science bachelor degree (not necessarily honours), which has been accredited for IEng registration under the criteria given in SARTOR 3rd edition Part 2 section 4.1.2. **OR**
- 'HND' – a programme accredited for IEng - plus an accredited or approved matching section **OR**
- 'HNC/HND' – a programme accredited for IEng – plus an accredited or approved matching section.

The requirements of the **Matching Section**, equivalent to one academic year of study beyond HND, could be met through:

- Edexcel BTEC Professional Development Qualification programmes (full-time, part-time or modular), particularly those that integrate technology and management, or which lead to a specialist sub-discipline
- programmes designed by a university or college as a bridge between its accredited HND and its own degree programmes which are accredited for IEng. Ideally, the total package of such provisions should be accredited together
- Edexcel BTEC programmes that provide a progression from the 10 unit HNC to the 16 unit HND, as the first stage of this process for those progressing from an HNC base
- equivalent schemes appropriate to SQA-SCOTVEC Higher National and Professional Development awards
- education, training and development programmes operated by private and public sector employers such as consultants, industrial companies, the civil service etc. These schemes often include the equivalent of an academic year of 'educational development' in technology, management, personal skills etc. in addition to 'training and experience'
- Integrated Development Schemes and College-Business Partnerships (Teaching Company Schemes for FE)
- distance learning packages aimed at particular graduate employment opportunities in specialist fields or at those in remote locations or mobile jobs
- employment-based schemes or institution based schemes leading to a particular form of employment. Whilst statutory or NVQ/SVQ certification of competent performance may be involved, it is the development of the knowledge, understanding and transferable skills which are key to matching sections. An NVQ/SVQ used for this purpose would have to of been recognised by the institution concerned, in accordance with the Engineering Council's 'Guidance to Institutions and Awarding Bodies on Occupational Standards, N/SVQs and Registration'.

Higher national students, who are registered on an HNC or HND course on 1st September 1999, will be considered to be on the route to the educational base qualification at the time of change. Provided that they achieve the award by 31st August 2003, they will be permitted to

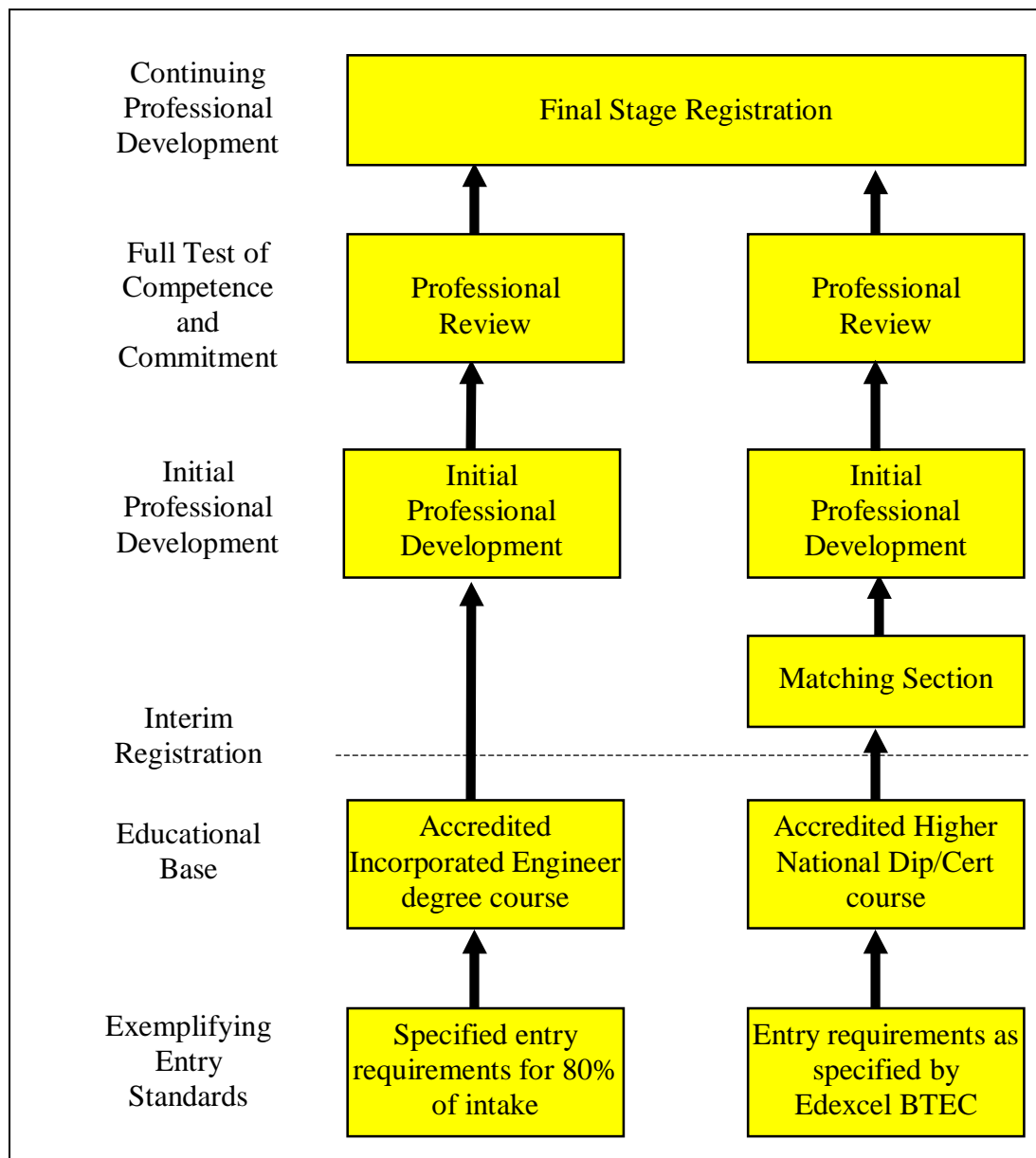
register for Incorporated Engineer at Stage 1 under SARTOR Second Edition criteria. However, they must subsequently complete their Initial Professional Development under the new criteria.

### EDUCATIONAL BASE FOR INCORPORATED ENGINEER

Full details are given in section 4.1.2 of SARTOR 3rd Edition (1997), the following sections are included:

- Standard and Expectations
- Educational preparation for Incorporated Engineers (IEng)
- Admission Guidelines
- Personal and Professional Development
- Route to IEng from Cognate Courses.

The diagram below shows the Benchmark Routes for Incorporated Engineer:



## 2.0 OTHER RELEVANT PUBLICATIONS

The following publications can be obtained from:

Edexcel Publications  
Adamsway  
Mansfield  
Notts NG18 4LN

Tel: 01623 467 467

Fax: 01623 450 481

E-mail: [publications@mailin.co.uk](mailto:publications@mailin.co.uk)

- *BTEC Policy Framework (Y000726)*
- *Common Skills & Core Themes – General Guidance (80-037-2)*
- *Common Skills & Core Themes – Implementation Guidance (80-040-2)*
- *Key Skills Units, Level 3 (X001721)*
- *Key Skills Units, Level 4 (X001722)*
- *Key Skills Units, Level 5 (X001723)*
- *Accreditation of Prior Learning (APL) – General Guidance (80-092-0)*
- *Key Skills Guidance – Delivering and Assessing Application of Number in Educational and Work-based Settings (X001729)*
- *Key Skills Guidance – Delivering and Assessing Communication in Educational and Work-based Settings (X001730)*
- *Key Skills Guidance – Delivering and Assessing Information Technology in Educational and Work-based Settings (X001731)*
- *Key Skills Guidance – Delivering and Assessing Improving Own Learning and Performance in Educational and Work-based Settings (X001286)*
- *Key Skills Guidance – Delivering and Assessing Working With Others in Educational and Work-based Settings (X001288).*