

## 1.8 RELATED QUALIFICATIONS

### 1.8.1 GCSEs/GNVQs

The units of this qualification have a significant overlap of content with the OCR GCSE Design and Technology, although it is expected that the teaching and assessment methods will be significantly different. The units also have a significant overlap of content with the OCR GNVQ in Engineering and the OCR GCSE in Manufacturing (Double Award).

The content of the three units of the GCSE in Engineering (Double Award) is very similar to that of Units 1, 2 and 3 of the six-unit GNVQs in Engineering.

### 1.8.2 Relationship to NVQs

This specification broadly introduces the candidate to skills relevant to a range of work placed NVQs, though the assessment methods are not designed to guarantee occupational competence. However, this qualification will support candidates working towards National Occupational Standards, detailed guidance for which will be issued by QCA in early 2002.

Unit 2: *Engineered products*, in particular, broadly contributes knowledge, understanding and skills for NVQ work based learning Levels 1, 2 and 3.

### 1.8.3 Exclusions

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Due to overlap of content, there are restrictions on entering candidates for the following qualifications: GNVQ Engineering (Foundation or Intermediate); GNVQ Manufacturing (Foundation or Intermediate); GCSE Design and Technology (*Resistant Materials* and *Industrial Production*); GCSE Engineering; GCSE Manufacturing. Such restrictions, if not prevented at the point of entry, will be picked up both when funding is calculated and when results leading to points towards performance tables are aggregated, as all of the above qualifications will have the same classification code and so be discounted for funding and performance table purposes.

## **1.9 SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL ISSUES**

Engineering offers a wide range of opportunities for the exploration of spiritual, moral, ethical, social and cultural issues.

It is hoped that candidates studying this subject will gain an awareness of the effect of engineering and technological changes and how this influences communities, populations and individuals.

It is expected that this specification will be presented in ways which give scope for candidates to investigate how trends in engineering have had an impact on employment and related changes in the work place.

Legal issues are addressed in each unit, where appropriate.

### **Signposting**

The purpose of the table on the following page is to signpost possible opportunities for delivering Spiritual, Moral, Ethical, Social and Cultural (SMESC) related issues.