Teaching and Assessment Guidance
Coronavirus (COVID-19)

BTEC Higher Nationals

The guidance in this document is designed to support centres who are seeking guidance on maintaining their provision in the new environment and on progressing students into study in 2021.

Contents

How to approach course design

Where students have registered for the HND qualification and have planned to progress to the HND Level 5 in the next academic year i.e. 2020-2021, centres are advised that they can adjust the delivery to cover theoretical components/units this academic year and practical components/units next year.

Given the current circumstances due to COVID-19, Pearson is temporarily lifting the expectation that an HND student would have achieved at least 90 credits at Level 4 before progressing to Level 5 units.[1] This derogation from the standard progression expectation allows centres to respond to the current situation by altering the order of the delivery and assessment of units in light of the need to move to remote teaching, potentially limited access to specialist equipment and resources, and practical assessment implications.

In exceptional circumstances where such delays in teaching and/or assessment of practical elements is not possible, centres are advised to adapt the delivery of the qualification and ensure that the standards are maintained. Centres are encouraged to review learning outcomes and assessment criteria carefully to determine whether and how adaptation may be achieved. Centres should not make alterations to learning outcomes or assessment criteria but may take a broad view of how students could evidence achievement, recognising that there are different ways in which a student might provide evidence.

To support centres who may need to review their teaching and assessment plans in the current circumstances, and offer alternative assessments which can be completed remotely, we have provided guidance below on adapting the approach to teaching and assessment, covering both general matters, such as how to

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[1] Current Higher National rules on progression from HNC to HND: Pearson would expect that an HND student would have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This allows for the students to submit the remaining 30 credits at Level 4 while undertaking their Level 5 study.

approach research-based learning outcomes and assessment, and more subject-specific matters.

Where a unit or learning outcome contains either a work placement or an activity that is unsuitable for online delivery, we would advise the centre to consider an alternative unit where possible (see below for guidance) or to delay until the unit can be delivered and assessed in a robust way.

Support

We want to offer all the support we can to our centres and tutors. To facilitate this, we will be delivering a number of Higher National Sector Network events. These collaborative online events are designed to share and discuss a range of guidance, teaching and learning resources available to centres during this time of adapted and remote delivery.

There will be an opportunity during the session to:

- Know where to find updates regarding the awarding and certification process for Summer 2020 that affect you
- Share and discuss resources and strategies that you have found useful during this period and in preparation for September 2020 delivery
- Explore the HN Global platform and resources that are available to support you and your students continued learning
- Explore other online resources, websites and training that may be useful to you in adapting the delivery and assessment of your Higher National programme
- Ask questions of Pearson subject matter experts and suggest topics for training to support delivery and assessment of Higher Nationals.

You can access the schedule for these events and book your place via our website.

How to approach selection of an alternative BTEC Higher National unit

Qualification structures (i.e. mandatory and optional units) remain the same, however where delivery of a specific unit is not viable under the current COVID-19 circumstances, an alternative unit could be selected by the centre according to the published rules of combination, and/or centres could seek approval via the Meeting Local Needs (MLN) process.

When deciding whether to use an alternative unit, centres should focus on optional units that have a requirement of practical work that has not yet been started by the student, and consider offering an alternative unit that does not include demonstration of practical skills. Where centres are seeking to select an alternative optional unit from within the same BTEC Higher National, they do not need any additional approval from Pearson, but should follow the qualification structure rules as set out in the relevant specification.

Centres that may wish to use alternative units from a different BTEC Higher National qualification, will need to apply through the standard MLN process. Centres should keep in mind that MLN can only be used to fulfill the optional unit allowance in a BTEC Higher National. Mandatory units must be delivered and assessed and cannot be replaced through MLN.

In making a request for MLN, centres should not seek an alternative unit if students have already completed significant work in the original unit.

Centres can submit a request for MLN using our [online form](#).

How to approach research

Students working on research activities requiring primary research may find it challenging in the current climate. However, when used correctly the internet can be a good source for scholarly journals, current news, books, credible magazines,

general information and other relevant content to help with research-based activities.

Primary Data Collection

Typically, activities such as interviews, focus groups, observations, etc. would be conducted in a face-to-face environment. Alternative methods to conduct primary research could include:

- Using video conferencing software to host focus groups, observations and interviews
- Arranging a phone conversation for direct interviews
- Using Live Messaging systems or software such as Microsoft Teams to conduct research amongst peers
- Engaging in email correspondence
- Using social media networks to gauge feedback or interest i.e. consumer voice.

Using online surveys is another approach which is relatively simple to set up. Several free online survey tools are readily available to design and send out to a wide range of participants. Common survey platforms include:

- [Google Forms](#)
- [SurveyMonkey](#)
- [SmartSurvey](#)

An Internet search will reveal numerous other survey platforms that may be utilized.

Secondary Data Collection

Where primary data collection may not be possible, or necessary, students may be directed to use secondary research, which can support the original hypothesis being examined. Many online journals offer free access to scholarly articles and peer reviewed journals. To ensure reliability look for reputable sources online. Many reliable statistics, articles and other information can be found on government and educational websites.

In addition, an Internet search for only scholarly information will reveal further sources. Some open access journals which feature topics across several areas are:

- [DOAJ](#)

DOAJ features more than 8,500 open access journals, many of which are sourced from government, commercial, non-profit, and for-profit sources.

- [Oxford Open](#)

Oxford Open's database is comprised of archived content from more than 300 publications. The majority of these journals are fully open access, and the site also provides an array of optional open access entries (articles with publication costs paid by the author) that users may also access free-of-charge.

- [Omics Group](#)

More than 300 open-access scientific journals on life sciences, pharmacology, environmental science, management, computer science and engineering. Online Schools also publish a full list of [open access journals](#) by subject.

Many professional bodies and professional membership organisations also publish research studies, case studies and information that students may use to support their research. Typically, these sources will be reliable and relevant. Centres are encouraged to ensure that students are aware of the professional bodies and membership organisations that are relevant to their field of study.

How to approach groupwork

In most cases, the requirement for group or collaborative working does not require that students are physically within the same location. Given this, centres are encouraged to provide students with advice and guidance on the use of alternative methods of collaborating. These may include:

- Email correspondence
- Telephone calls

- Audio/Video conferences (e.g. Zoom, FaceTime, Skype or Microsoft Teams)
- Online forums

Centres are encouraged to review the tools that may be included with their Virtual Learning Environment (VLE). Many VLEs include collaboration and group working tools, which may facilitate students' interaction with each other.

Collaboration is often associated with students being required to discuss and negotiate the roles and responsibilities that each will take in the assignment that they have been assigned. The importance here is that the students communicate - discussing and deciding on their individual actions that will contribute to the overall. This may, for example, be the allocation of different areas of research that will be shared with the others. Thus, more research can be undertaken than by an individual alone. Similarly, if the students are producing a report; each may take responsibility for a different aspect of the report.

In project-based work, it is not necessary that the students are all working on the same response to the assignment brief. Their collaboration may be through any, or all of, the following:
- Initial research, which is shared and critiqued by the group;
- Their individual response to the brief, which is presented to the group for feedback and critique;
- Individual development of different parts of a larger response (e.g. individual works for an exhibition, individual reports on different aspects of a topic, etc.)

The critical aspects of collaborative work are:
- That students are communicating, sharing, discussing and debating the overall output.
- That students recognise their own contribution to the overall output, the contributions of others, and how these combine to form the overall output.

- That students reflect upon the collaborative process; recognising the benefits and challenges, thinking about how they may achieve better collaborations for the future.

Centres are encouraged to provide students with clear guidance on how collaboration may take place when the individuals are not physically together. In fact, for many subjects, it is already very common that work takes place with remote collaborators.

Centres may wish to provide students with guidance on the number of collaborative meetings that should be undertaken, and model agendas for the meetings. Agendas should recognise the progress of the work, so that they help students to understand how they should be progressing. For example, if the assignment were for an 'online exhibition' of graphics work:
- Meeting 1 – Week 1 – Defining roles, responsibilities and research areas.
- Meeting 2 – Week 3 – Research outcomes, initial concepts
- Meeting 3 – Week 5 – Presenting Work-in-progress
- Meeting 4 – Week 7 – Planning the Online Exhibition, review of individual work
- Meeting 5 – Week 8 – Reviewing Online Exhibition, discussing individual written statements for website

The same model could be adapted for students developing a collaborative marketing plan, or computer program. The importance is to use the schedule of meetings to encourage the collaboration and guide the students in the development of their work.

Group working and collaboration are key skills for every BTEC Higher National student. While the current situation poses challenges for students and tutors, it is important that students continue to have the opportunity to engage with each other and to collaborate. This will ensure that they develop important skills, that will support them in the workplace, and that they continue to share their ideas, challenges and views with each other.

How to approach the use of alternative software

Where students may be required/expected to use specialist software, that they may not have access to outside of the college, centres may allow students to use alternative software; provided students will be able to produce the necessary assessment evidence. Where centres do require students to use specific software, they must be assured that all students can access and use the software on their personal computers. If students do not have any access to specialist software/resources/equipment and have not yet completed the associated tasks and are unable to do so during this time, centres will need to delay assessment until those tasks can be completed.

Centres are encouraged to provide students with guidance as to suitable free or low-cost software that may be used to undertake work. For example:

- [GNU Image Manipulation Program](#) (GIMP) – a free photo editing package
- [Tracktion T7](#) – Free Digital Audio Workstation (DAW)
- [BandLab Cakewalk](#) – Free Digital Audio Workstation (DAW)
- [Inkscape](#) – Free vector graphics/illustration program
- [Blender](#) – Free 3d modelling, rendering and animation system
- [DraftSight](#) – Free CAD software (compatible with AutoCAD)
- [LightWorks](#) – Free video editing software
- [Scribus](#) – Free digital page layout alternative to InDesign
- [LibreOffice](#) – Free word processing, spreadsheets, presentation software (compatible with Microsoft Office)

There are many free or low-cost alternatives available. Many software vendors provide free versions of software for students. Searching on the Internet will result in extensive lists.

Some large, industry-standard software vendors provide free versions of their software for education. Two of the most common are:

- [Microsoft](#) – Word, Excel, Powerpoint and other are available for free.
- [AutoDesk](#) – AutoCAD, Revit, Maya, 3DS Max, Inventor and many others are available for free download.

In addition, many vendors offer low-cost educational licenses for their software. For example, [Adobe Creative Cloud](#) (Photoshop, Illustrator, InDesign, etc.) offer a low-cost monthly license for students.

Finally, many vendors offer fully functional trial versions of their software. These may allow students to complete work using the same software as found in college. Centres are encouraged to explore whether trial versions of their software may be available and provide students with appropriate guidance.

It is important to keep in mind that, in using any software, it is the underlying skills that are being developed; not the use of specific software. Where an alternative software solution may be available to enable students to complete their work, without the need for considerable expense, this should be given serious consideration.

Where students may be allowed to use alternative software, centres should consider the additional time that may be necessary for students to make the transition to using new tools. This may require additional time to complete assignments.

How to approach laboratory work

Where a practical lab/workshop activity can be substituted by an equivalent non-practical simulated activity, centres are advised to consider accessing licenses of the simulation software for these students to use in completing the assignment (at home).

Where licensing is not viable, centres are advised to explore providing results of relevant practical lab experiments to students to analyse and evaluate in writing a report as an alternative assessment. Where the unit assessment criteria cannot be assessed remotely through alternative forms of assessments (e.g. simulation), centres are advised to delay those assignments to next year.

How to approach work experience

For those students currently studying an *optional* work experience
unit, centres may adapt assessment accordingly if students are no longer able
to access the workplace. For example, students can still draw upon any
previous work experience and hours fulfilled to complete performance
development plans or reflective journals.

Centres should consider any placement, work experience or sessions for any units
that require practical activities that have already been completed by the students;
and (where appropriate) request a record of activity. This can be a witness
testimony/ observation record from the supervisor, preferably supported by
additional documentation.

Centres can also provide additional work-place scenarios and situations for
students to address, discuss and resolve, this will help facilitate further completion
of their reflective practice. Assessment tools such as reflective statements, online
discussion forums, e-portfolio of action plans for future improvements and a
catalogue template for recommended methods and techniques could be used to
support assessment.

For those students currently undertaking qualifications where work placement,
and/or assessment in work placement is *a mandatory* element of
the programme, centres are advised to refer to sector-specific guidance provided
for further clarification regarding arrangements in place (see *Appendix 2:
Healthcare, Social and Community Work, and Early Years Covid-19 FAQs 2021*).

How to approach presentations

Where the student may be required to give a presentation, centres may consider
the possibility that this is done via online systems (e.g. Zoom, Skype, etc.) or that
the student records themselves giving the presentation and sends this to
the centre/tutor for review. Students can still submit their presentation/speaker

notes and accompanying materials to their tutors and question and answer sessions can still be conducted by tutors online, where possible.

In addition, the student being assessed could develop an online survey and share this. Peers and their tutor can provide both live and written feedback on the effectiveness of the initiative in achieving the required objectives, for the student to use to produce reflective evaluations of their performance and its impact.

Sector-specific guidance

Business
General guidance for group work, presentation and research is given above which should be relevant in this sector.

HN Online can also be used to support the online delivery of both Level 4 and 5 Business units. This digital solution created by Pearson enables flexible delivery of BTEC Higher National qualifications and provides critical course content via a personalised learning path.

Healthcare, Social and Community Work, and Early Years
Where centres are delivering these qualifications, there are a number of solutions that may be applied as set out above, depending on the type of qualification the student is undertaking and where the student is in their programme. Given the work-integrated and occupational requirements of the Higher National qualifications in Healthcare Practice, Healthcare Practice for England, Early Childhood Education and Care, and Advanced Practice in Early Years Education, centres will in the first instance be expected to adjust formal assessments to support students in achieving their full qualification. Where this is not possible, or poses a risk to a student's competence to practice, the decision should be taken to pause formal assessment activity, and delay the awarding of the student's qualification to such a time when the centre reopens.

More detailed guidance on work placement and associated assessment requirements are provided in *Appendix 2: Healthcare, Social and Community Work, and Early Years Covid-19 FAQs 2021*.

Construction/Construction and the Built Environment

Where students may be required to demonstrate a process, centres may wish to consider whether a student explaining the process (through a written work or audio-visual presentation) may show sufficient knowledge/skill to allow assessment to take place. Centres must be confident that students have had sufficient prior engagement with equipment/processes to ensure that they are aware of (and can evidence) any health and safety implications to the equipment/process. Any adjustment to the assessment, in these cases, should be considered carefully.

In some cases, for example **Unit 6: Construction Information** (in which students are asked to produce different forms of construction information), it is worth noting that none of the learning outcomes or assessment criteria require the use of CAD/BIM software. While centres may typically require this in their assignment, it is possible to achieve the learning outcomes through the use of hand drawing.

Art and Design, Creative Media Practice

Where students may be able to continue to develop project work, artefacts, art work outside of the facilities offered by the centre, photographic evidence of the process of making and the finished work may be accepted in lieu of the viewing the finished work 'in-person'.

Music, Performing Arts

Performances

Centres are encouraged to review all performance evidence that students have already completed. If sufficient practical performances have already been demonstrated by students then assessment could be based on their performances to date using existing evidence.

If students have not yet completed any/some of the performance-based assessments for units, and if students are performing solo pieces, please consider where possible live streaming events on platforms such as Facebook, and filmed performances. Social media platforms including the centre's Facebook private group page, centre based intranet forums, etc. can be used to gather evidence of audience reaction and feedback and this evidence can be used for students to critique their performances. Centres are reminded that events can be set to private on Facebook and do not have to be visible to the general public.

Where performances are recorded, although the quality of the video is not being assessed, centres must be able to view the performance/demonstration clearly and the audio must be clear. Most phones and laptops have the capability to record appropriate footage. If students do not have these facilities, centres should consider supporting students' access them.
If students are working in a group situation and have not yet completed their performance tasks and are unable to do so during this time, you may need to delay assessment until those tasks can be completed.

Centres are reminded that many of the performance-based units can be assessed in a classroom/studio environment and do not specify assessment through an actual production. Performances that have been assessed in a rehearsal space are valid for assessment.

Centres are reminded of the need to have students complete the necessary forms to confirm the authenticity of the work submitted.

Specialist software
Any score writing tasks e.g. transcriptions and compositions, can still be completed in the more traditional way (handwritten scores) where specialist software is not available.

Computing

Where specialist software is required to complete a practical task (programming software, database software, etc.) centres should in the first instance look for alternative/free/online versions which students are able to download and use from home. In the case of hardware, for networking for example, the use of simulation tools such as Packet Tracer would be a good alternative. It must be noted that where students are completing units that also map to vendor certifications, they may not have the necessary skills to undertake the vendors professional exams if they have no practical experience.

Centres may want to consider adapting the assessment so students can provide written (or other type of evidence) to show how they would have done the practical activity, for example -programming can be written out instead of actually programmed in software. Care must be taken to ensure that the alternative evidence provides comprehensive understanding of how the practical task would have otherwise been undertaken e.g. in the programming unit the student will have to 'write' out the algorithms in a suitable language and explain how these would be implemented in the chosen Integrated Development Environment (IDE).

Hospitality Management

At Level 4 for those units that require some practical application in the kitchen e.g. **Unit 9: Managing Food Production** and **Unit 10: International Gastronomy**, the use of support videos and guides for cooking techniques and recipes could be used to enable students to discuss different types of methods and techniques, create Standard Operational Plans, menus and practice some of the basic elements of cooking. Students could share images and videos of their creations and produce a portfolio of evidence to support assessment if required.

For those students currently studying the culinary arts **Unit 11: Creative Patisserie and Artisan Bakery** and/or **Unit 12: Butchery and Fishmongery**, that require specialist methods and techniques, it is advisable to only assess LO1 and LO4 at this stage and to postpone the delivery and assessment of LO2 and LO3 until a later date in the year. If sufficient practical application has already been demonstrated

by students then assessment could be based on their performance to date using observation records completed retrospectively to provide as evidence.

At Level 5, **Unit 29: Managing and Planning an Event** can be assessed using the planning and preparation of a virtual event rather than a face to face event. The assessment strategy can be adapted to either focus on a range of different types of events for the students to research and use as case studies or, if they have prepared and planned a forthcoming event, for the student to arrange contingency and move to a virtual event.

Applied Science

Please refer to the guidance on laboratory work above.

Tutors should also review the practical work already undertaken for all units to determine whether some of it may provide evidence for specific practical criteria in other units.

Centres should also remember that health and safety considerations are likely to rule out many fieldwork activities, which would be best moved into next academic year of delivery.

Sports and Sports and Exercise Science

Centres are reminded that where units require work experience or work placements, hours are not currently set and *at this time are recommendations only*. If students have evidenced the required work, the placement hours are flexible and at the discretion of the centre. Please refer to the guidance on work experience given earlier in this document.

Where coaching and activity leadership sessions are required these may be delivered by the student who could practically demonstrate a coaching/activity session to a family member (s) who could then provide a witness testimony, evaluation and feedback.

For **Unit 6: Training, Fitness, Testing**, the student could use pre-existing data collected and assessors could present this in the assignment brief as an identified task for interpretation.

For completion of practical work such as **Unit 7: Inclusive Sport**, **Unit 18: Working with Young People**, centres should consider where virtual planned sessions linked to special populations/children/ elderly may be integrated into an amended/adapted assignment brief.

For **Unit 5: Coaching Practice & Skill Development** the centre may wish to draw on pre-published video materials that will enable the student to analyse different coaches working in different environments.

For **Unit 19: Expedition Leadership** and **Unit 20: Residential Leadership Activity Centres** could provide a case study that includes tasks specifically to address how a student could 'demonstrate' potentially with a team task that would show leadership skills.

For **Unit 35: Teaching Practice**, the student can plan a short series of face to face short teaching sessions or virtual sessions where the students are recorded and the assessor can provide summative feedback.

For **Unit 31: Event Management** the student could set up an event that is delivered in the home working environment or offered remotely to peers/family and receive feedback from the participants – there is no need for a minimum number of group members for the event.

Engineering

Where specialist resources are required to facilitate hands-on practical skills and knowledge that are essential to the successful delivery and learning of the content (e.g. **Unit 6 Mechatronics**, **Unit 10 Mechanical Workshop Practices**, **Unit 47 Analogue Electronics**), centres are advised to delay delivering those units to next year. Where specialist licenced software (including simulation tools and CAD software) is required to deliver the content, centres are advised to seek

free/evaluation/online alternatives that the students can install and use from home or to extend the existing software licenses for use at home.

Where specialist hardware is required to complete the assignment, and there are no suitable simulation tools, for students completing in 2021 centres are advised to delay those assignments to next year. Example assessments to delay include **6: Mechatronics; 10: Mechanical Workshop Practices; 20: Digital Principles; 22: Electronic Circuits and Devices; 23: Computer Aided Design and Manufacture (CAD/CAM); 37: Virtual Engineering; 40: Commercial Programming Software; 41: Distributed Control Systems; 45: Industrial Systems; 46: Embedded Systems; 47: Analogue Electronic Systems; 49: Lean Manufacturing; 52: Further Electrical, Electronic and Digital Principles; 54: Further Control Systems Engineering; 55: Aircraft Flight Control Systems; 56: Aircraft Propulsion Principles and Technology**.

Where assessment of hands-on practical skills and knowledge is essential in ensuring standards and/or compliance with the professional bodies, centres are advised to delay those assessments to next year. Where specialist licenced software (including simulation tools and CAD software) is required to deliver the content, centres are advised to seek free/evaluation/online alternatives that the students can install and use from home or to extend the existing software licenses for use at home.

Land-based

The Land-based suite of BTEC Higher Nationals includes subject-specific pathways in agriculture, horticulture and animal management. Students studying Land-based programmes are not working towards a license to practice; however, it is recognised that a significant number of units require practical engagement by the student to achieve the learning outcomes.

Where practical activities require the use of specialist resources such as machines, livestock, or plants it should not be expected that all students will have access to appropriate resources. It may be possible to review practical activities already

undertaken and map across to other units. Additional evidence may also be available via previous work experience, if of sufficient quality and depth, or if the student lives on a Land-based holding.

It is recognised that many land-based activities have a seasonal component that prevent the activity being completed at another point of the year. In these specific situations it may be preferable to defer these activities from Year 1 to Year 2 if appropriate. For Year 2 units, there may be evidence from units completed in Year 1.

The optional work experience unit in the Land-based RQF BTEC Higher Nationals (**Unit 33 for Agriculture**, **Unit 41 for Animal Management**, and **Unit 36 for Horticulture**) has a minimum requirement of 80 hours of work experience. Further guidance is provided within the general guidance at the start of this document on how to approach work experience.

Centres should also remember that health and safety considerations are likely to rule out most fieldwork activities.

Where units have a design focus (such as those within the HND Horticulture Garden Design pathway) centres should refer to the guidance on alternative software above.

The optional unit on teaching in a specialist subject (**Unit 14 for Horticulture**, **Unit 22 for Animal Management** and **Unit 17 for Agriculture**) requires preparation, delivery and reflection on teaching practice. This could be achieved via the use of online systems (e.g. Zoom, Skype etc.) which would facilitate the delivery of an online session to a group and also allow the assessor to view performance. Please also refer to the guidance on laboratory work above where applicable.

Appendix 1

Table 1 provides an indicative list of alternative assessments for the relevant unit level assessments as outlined in the qualification specification definitive documents (See BTEC Higher Nationals).

Table 1: Alternative Assessment Techniques	
Assessment Technique	**Indicative Alternative Assessment** *Note:* Centres to design alternative assessments to meet the requirements of the LOs.
Case study (physical submission)	Case study (online submission or electronic submission by email)
Discussion forum (in class, verbal)	Virtual meetings (Google class, Microsoft Teams, Zoom, FaceTime, Skype or equivalent platforms)
Discussion forum (written)	Online chat (Google class, Microsoft Teams, Zoom, FaceTime, Skype, VLEs, blogs or equivalent platforms)
Dissertation (physical submission)	Dissertation (online submission or electronic submission by email)
Essay (physical submission)	Essay (online submission or electronic submission by email)
Examination (written, campus based)	Individual Coursework (Or) Essay (Or) Online time constrained examination (MCQs and/or descriptive questions)
Experiment (lab based; face-to-face)	Report on results of the experiment provided by the tutor (online submission or electronic submission by email)
Independent research report (physical copy)	Independent research report (online submission or electronic submission by email)

Oral/Viva (in class, verbal)	Oral/Viva (Google class, Microsoft Teams, Zoom, FaceTime, Skype or equivalent platforms; Telephone)
Peer review (written, in class)	Peer review report (online submission or electronic submission by email)
Presentation (face-to-face, in class)	Presentation (live via Google class, Microsoft Teams, Zoom, FaceTime, Skype or equivalent platforms) Presentation (recorded online submission or electronic submission by email)
Production of an artefact (physical submission)	Presentation of the production phases of an artefact (Google class, Microsoft Teams, Zoo, Skype or equivalent platforms; recorded online submission or electronic submission by email) OR Report on the production phases of an artefact (online submission or electronic submission by email)
Performance portfolio (physical submission)	Performance portfolio (online submission or electronic submission by email)
Practical work (lab based, face-to-face)	Practical work report (simulated tools output; online submission or electronic submission by email)
Project report (physical submission)	Project report (online submission or electronic submission by email)
Role playing (in class)	Role playing (live via Google class, Microsoft Teams, Zoom, FaceTime, Skype or equivalent platforms)

	Individual report (online submission or electronic submission by email)
Self-reflection (physical submission of the report)	Self-reflection (online submission or electronic submission by email)
Simulated activity (in class demonstration)	Individual report (online submission or electronic submission by email)
Team assessment (written report, physical submission)	Team assessment (report, online submission or electronic submission by email) Individual assessment (report, online submission or electronic submission by email)
Team assessment (verbal, in class)	Team assessment (live via Google class, Microsoft Teams, Zoom, FaceTime, Skype or equivalent platforms) Team assessment (report, online submission or electronic submission by email) Individual assessment (report, online submission or electronic submission by email)
Written task/report (physical submission)	Written task/report (online submission or electronic submission by email)

Appendix 2

Healthcare, Social and Community Work, and Early Years Covid-19 FAQs 2021

Frequently Asked Questions and guidance for providers and colleges delivering BTEC Higher National qualifications in Healthcare, Social and Community Work and Early Childhood Education who are attempting to maintain their provision in the new environment, and to progress students into study in 2021

It is important to note that these FAQs <u>only apply</u> where it is intended that students on programme will be continuing in their BTEC Higher National programme in 2021; where it is intended that students will certificate in 2020, further guidance will be issued following guidance from Ofqual on the awarding of vocational qualifications in 2020. These FAQs will be updated following this guidance.

Practice-related Requirements and Assessment Guidance for Healthcare, Social and Community Work, Early Years and Counselling subjects

Q: My student is unable to complete their placement hours due to the closure of/impact on their workplace of Covid-19. What can we do?

A: Progressing HND students who are currently in the first year of their programme will be expected to have satisfactorily completed 70% of the total work placement hours for Level 4 of their programme (HNC), to successfully progress to Level 5 (HND) without providing any additional evidence, other than confirmation of the circumstances in which the student could not complete the remainder of their work placement hours (see *Confirmation of circumstances in which students are unable to meet mandatory work placement hours* below).

Students are permitted to meet this requirement through completing these hours in different work placement environments, providing these placements meet the minimum placement requirements as stipulated in the relevant programme specification.

Where this is not possible, centres will be expected to use their discretion to determine whether the individual student should progress into study in 2021. Students given this consideration will be expected to attain the deficit in the minimum 70% work placement hours in the next stage of their programme, in

addition to the mandatory work placement hours expected in that subsequent stage.

Example:
Student A started their HND programme in September 2019. Their HND has a mandatory requirement of 300 hours' work placement over the course of the programme; 150 hours in the HNC year and 150 hours in the HND year.

Student A has only been able to complete 100 hours' work placement to date (67% of the required hours), and can no longer access their work placement, or gain an alternative work placement, to complete the expected minimum of 105 hours (70% of the required hours).

Student A's performance in their work placement has been satisfactory and there have been no significant concerns raised regarding their practice or their competence to develop the skills to practice, and the centre determines that the student should progress on to the HND year of their programme.

Student A will be expected to complete the remaining 5 hours' work placement in their HND year, *in addition* to the 150 hours expected in the HND year, for a total of 155 hours.

Q: Confirmation of circumstances in which students are unable to meet mandatory work placement hours

A: Where discretion is applied (either to support students' progression who have met the 70% minimum expected completion or to support students' progression who have not met the minimum expected completion), a full audit trail should be held at the centre, including the student's attendance log, confirmation from the work placement of the circumstances in which the student could no longer attend, along with the certificate of completion. These records should be made available to the External Examiner to audit during the next sampling opportunity.

Can my centre use alternative methods to assess practice-based Learning Outcomes and associated criteria, where direct observation is the method of assessment?

Yes, though the circumstances in which this is allowable will differ between the specific qualifications and pathways that require assessment on placement, as outlined below:

Qualification/Pathways	Guidance
• BTEC Level 4 Higher National Certificate in Healthcare Practice for England (Healthcare and Nursing Assistant) • BTEC Level 4 Higher National Certificate in Healthcare Practice (Nursing and Healthcare Support)	These Higher National programmes will require students continuing on their programme in 2021 to have had at least one satisfactory direct observation of their practice, with no concerns raised, for alternative methods to be considered appropriate.
• BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Nursing) • BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Healthcare Assistant Practitioner) • BTEC Level 5 Higher National Diploma in Healthcare Practice (Nursing and Healthcare Assistant)	The Higher National Diploma will require students to have had at least two satisfactory direct observations of their practice, with no concerns raised, for alternative methods to be considered appropriate.
Higher Nationals in Advanced Practice in Early Years Education, and Higher Nationals in Early Childhood Education and Care (all pathways)	These Higher National programmes will require students to have had at least one satisfactory direct observation of their practice, with no concerns raised, for alternative methods to be considered appropriate.

In these circumstances, triangulation of alternative assessment methods should be used to capture evidence of competence for those aspects of practice not yet observed (or captured) in PREP/PLAD documentation e.g. through expert witness testimony, professional discussion and reflective logs.

Students can also reflect on previous observation records/completed activities on placement to evaluate their practice as related to learning outcomes for assessments not yet completed.

Even in these circumstances, the qualified assessor assigned to the student will be expected to confirm the accuracy of the judgement of the student(s) competency with a signed supporting statement to support. All judgements will be subject to the usual internal quality assurance protocols.

For **all other pathways in the Healthcare Practice, Healthcare Practice for England, and Social and Community Work qualifications**, where observation of practice in the workplace setting is not mandatory, but is planned, triangulation of alternative assessment methods can be used to capture evidence that would otherwise have been obtained through observation of the student's practice e.g. through expert witness testimony, professional discussion and reflective logs.

Even in these circumstances, the qualified assessor assigned to the student will be expected to confirm the accuracy of the judgement of the student(s) competency with a signed supporting statement to support. All judgements will be subject to the usual internal quality assurance protocols.

Q: Can we still award students a grade against Unit 2 in Healthcare Practice/Social and Community Work if the PLAD is not fully completed, or Unit 1 in Early Childhood Education and Care/Advanced Practice in Early Years Education where the PREP is not fully completed?

A: Providing the student has completed at least 70% of their PLAD/PREP, the requirement to complete the PLAD/PREP in the Level 4 (HNC) year of the HND qualification will be waived. Students will be permitted to progress on to the HND year providing all other evidentiary requirements are complete. The completion of the PLAD/PREP can include evidence obtained through alternative means of assessment as per the example given above.

Q: Can my centre replace direct observations of practice with remote observations?

A: In normal circumstances, this is not something we would accept, and continues to be the case. It is also very likely that the student's work placement setting(s) will not permit devices that can take video recordings.

Q: My student is taking the Higher National Diploma in Healthcare Practice for England (Healthcare Assistant Practitioner) as part of the Level 5 Healthcare Assistant Practitioner Apprenticeship Standard, do the same considerations apply to them?

A: For apprentices, the overarching and primary guidance for what is permissible on programme has been issued by the Institute for Apprenticeships and Technical Education and can be found [here](). Please refer to these carefully in making decisions with regards to delivery and the assessment of the Standard.
For the HND qualification element of the Standard, the considerations in the other FAQs apply.

Q: Where can I get more information and guidance about sector responses to Covid-19?

A: We have a dedicated [forum on HNGlobal]() that provides regular updates and an opportunity for you to ask questions specific to BTEC Higher Nationals. In addition, Pearson update our website regularly with the latest information and guidance on Covid-19 and our response to support centres and students across all our qualifications. There is separate guidance for [UK]() and [International]() centres, and links on each of these pages to additional information, support, resources and guidance. Please check these regularly to keep informed.

Here are some links to UK-based Guidance and resources related to Covid-19 that is useful for centres delivering Health and Social Care, Early Education and Counselling qualifications, and related Apprenticeship Standards. These links will be updated regularly as more information is received.

[Nursing and Midwifery Council Response to the Covid-19 Emergency (for students and educators)]()

[Apprenticeship Guidance (England only) - Coronavirus (COVID-19): apprenticeship programme response]()

[British Association of Counselling and Psychotherapy Coronavirus (COVID-19): Guidance and resources for members]()

[Skills for Care Covid-19 Essential Training]()

[Coronavirus: Free e-learning resources from Skills for Health]()

Early Education (the British Association for Early Childhood Education) Free Resources and Membership - via HN Global

Coronavirus Guidance and Resources from Social Care Online (SCIE)