

Delivering BTEC during Coronavirus (COVID-19)

Pearson guidance for Distance Learning and Blended Learning approaches during the COVID-19 period

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As we all become more accustomed to working with the restrictions and obstacles placed on us by coronavirus, we thought it would be helpful to issue some guidance for you to consider when deciding on your approach to delivering qualifications.

First, some terminology:

Blended Learning is defined by Pearson as follows:

Blended learning is a formal approach to education that creates an integrated learning environment where face-to-face and online teaching and learning become complementary, with the purpose of giving learners a more diverse and engaging learning experience.

Distance Learning as defined in our [Distance Learning and Assessment Policy](#) is as follows:

Learners recruited and enrolled online and study independently using virtual learning environments - for example via online courses, posted resources, and telephone support.

Please note that prior approval is needed from Pearson prior to distance learning delivery.

Distance Assessment is a method of assessment where the assessment is designed to be carried out remotely. Distance Assessment enables learners to be assessed even if they are in situations/settings where traditional methods of assessment may be difficult or impossible to operate. Our teaching guides provide support on this activity.

There are scenarios where distance assessment will not be possible and not appropriate where:

- Practical skills and/or interaction with individuals/equipment need to be demonstrated and assessed in person
- There are group work situations/units where collaboration with others is required
- There is a requirement for learners to be overseen in person by centre staff at a specific physical location, under controlled conditions, including observations of performance in SVQ/NVQ type competency-based qualifications and Pearson externally set and marked examinations and controlled tasks.

In the above scenarios, you should consult our teaching guide for the qualification in question.

Where you decide to adopt distance assessment as part of a blended learning approach, we expect you to have carefully considered the points below so that you are able to confidently state 'Yes' in response to each point below:

- We have policies, processes and structures that reflect the blended learning and distance assessment models of assessment
- Teaching/delivery staff are timetabled to support blended learning when learners are working remotely
- We have a process to manage feedback on assignments, and questions are constructively supported, and feedback is provided in a timely manner, if not in the classroom environment
- The setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear where possible
- We have provided staff training and implemented measures to prevent and detect any instances of malpractice which may arise due to the different delivery/assessment methods chosen
- When learners submit work, we can provide evidence to ensure that the work is authentic and has been completed by the learner
- Learners are fully aware of the need to ensure they avoid any forms of malpractice (for example plagiarism) and the consequences should they commit it.

Please find below an example policy that you can adapt to meet your requirements and the Quality Assurance process for Pearson.

Blended Learning Policy

Aims

1. To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

In order to do this the centre will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement.

If you would like any further support, please contact us.

Sally Peacock, Head of Centre Management