

Delivering BTEC during Coronavirus (COVID-19)

September 2020 to August 2021



Applied Psychology Guidance for BTEC Nationals

Teaching and learning guidance

Last updated 27 October 2020



Introduction

It is expected that COVID-19 will continue to impact upon teaching, learning and assessment through the academic year, impacting those learners who are part-way through their qualifications and those who are commencing this academic year. We are committed to ensuring that learners continue to benefit from the breadth of content of BTEC qualifications through adaptations in teaching and learning.

This document is intended to provide you with guidance for how you **might adapt delivery** for the sector's BTEC qualifications in the academic year of 2020-2021.

We continue to work with our regulators and relevant sector bodies on any possible adaptations or accommodations in line with the OFQUAL and DfE consultations.

Key aspects such as social distancing, safety, lost teaching time, subject content and practical activities have been considered from a sector perspective for your reference. However, it should be noted that all of the guidance provided here must only be followed within the context of the guidance issued by your own centre, relevant governing and industry bodies, local and national government.

For further advice and guidance, please refer to the Teaching, Learning and Assessment pages on [Pearson's website](#) or contact us [via the Customer Support portal](#).

We look forward to continuing to support you and your learners throughout this challenging time and wish you well for the coming year.



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Overview: Applied Psychology

Adaptations to Assessments in 2021

Please refer to the assessment section on the [2020/2021 Teaching and Assessment page](#), for adaptations to assessments and qualifications for the 2021 Academic Year. Here you will find:

- External Assessment Adaptations
- Tech Award Assessment Evidence Adaptations
- Work Experience and Employer Engagement
- Exam timetables
- FAQs

Please note that not all qualifications will be adapted, and it is important that you refer to the relevant adaptation guidance for 2021.

Some qualifications will not be adapted for one of the following reasons:

- An adaptation would impact the reliability and validity of the qualification
- The qualification is a licence to practice or primary purpose is progression to the workplace

Please note all adaptations apply to assessments completed by 31 July 2021.



Social Distance

The delivery and assessment of most units within this qualification does not usually require group work or close proximity between learners. Theory can be delivered by distance methods and in some contexts (e.g. the Open University) this is the normal way of delivering theory in this sector.

Safety

Centre specific risk assessments should determine risks and control measures for social distancing. These should also take into account. Any procedures for cleaning equipment which may be used should also be risk assessed. The latest government guidelines on COVID-19. <https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance> will provide the most up to date assessment.

Assessors should also check that the research methods planned for the pilot study in unit 2 are safe for both the learner and participants and any additional ethical considerations have been taken into account.

There are general resources available on the COVID pages of the British Psychological society

<https://www.bps.org.uk/coronavirus-resources>

Lost time teaching

Many learners will have lost teaching and work placement time between March 2020 and July 2020, with potential for this to continue with possible local lockdowns. Some units may have been only partially completed, with Centre Assessment Grades being claimed, this may lead to learners having gaps in knowledge and skills.

Those learners who have missed some teaching during early to mid-2020 may require some sessions to overcome this lost learning time where the concepts or skills inform second year units delivered during the programmes in 2020-21. Those starting the qualifications as new in September 2020 will also have missed time in their previous education during 2019-20 and are likely to have had varied experiences (e.g. those who start BTEC level 3 in FE or sixth form colleges in September 2020).



This will therefore require careful planning as to how units are delivered and where unit delivery can be integrated with other units.

The American Psychology Association has some free distance learning content and textbooks available at the link: <https://www.apa.org/education/distance-learning>

Flexibility of delivery and assessment

It is important to look if there are ways to adapt your delivery model. This might include considering delivering more units long and thin, concentrating on knowledge and skills required for second year units and potentially integrating delivery of content across units where this is shared across other units.

What is important to retain the validity of the sector's qualifications?

Centres must ensure that all mandatory units are completed and this will include learners completing the research activity for unit 2.

Assessment of units relating to COVID-19.

For some units in Applied Psychology, there may now be different responses due to COVID-19. For units which focus on areas such as ways professionals support people or treatments, there is no requirement for learners to include COVID-19 guidelines in their work or limit their answer to allow for the impact of COVID-19. For some units to do this might make the assessment more difficult. Of course, if learners do refer to this then this should be assessed.

Are there other methodologies that can be used to support the purpose of the qualification?

It is important to be aware that the Authorised Assignment Briefs (AABs) are only one way of assessing the units and the assessment methods can be changed. This may provide different ways of assessing and also support learners with new skills.

Examples of alternative assessment methodologies may include for example: writing blogs, producing relevant training packs which will be used remotely, professional discussion via 'Teams' or 'Zoom' and responding to



scenario-based case studies. Academic posters may also be used <https://www.apa.org/gradpsych/2011/01/poster>.

Learners should always be sufficiently prepared for assessment so they understand the command words and what is required as although the assessment method may be different, they will still need to have met the criteria / essential information for assessment to be awarded the criterion.

When altering Authorised Assignment Briefs (or writing your own) the internal verifier will need to ensure they carefully check that the changes still mean the brief is fit for purpose and support learners to produce evidence which meets the requirements of the assessment criteria and the associated essential information for assessment. Altered or novel assignment briefs can be submitted to our Assignment Checking Service although this does not take the place of internal verification.

<https://qualifications.pearson.com/en/support/Services/assignment-checking-service.html>

It is important to ensure that there is evidence available for the SV to identify where assessment criteria have been

awarded so they can check that assessment decisions are accurate.



Teaching and learning guidance

Unit Title	Remote delivery possible (✓ X)	Socially distanced possible (✓ X)	Comments
BTEC Level 3 Nationals in Applied Psychology (2018) RQF			
1: Psychological Approaches and Applications	✓	✓	This unit is externally assessed and can be delivered remotely or via blended learning.
2: Conducting Psychological Research	✓	✓	<p>Learning Aim A is theoretical and can be delivered. For Learning Aim B in order to prepare learners for assessment learners will need to be aware of how research methods might be impacted with COVID-19 measures in place. Potential research methods that they might plan to use could be:</p> <ul style="list-style-type: none"> Surveys One of the benefits of conducting surveys in psychological research is that the learners can gather a data relatively quickly and cheaply. A survey can be administered as a structured interview or as a self-report measure, and data can be collected over the phone or via the computer. Online survey providers such as Survey Monkey can be used for remote surveys https://www.surveymonkey.com/ Photo/Video/Voice Elicitation This method involves asking research participants to use a camera or voice recording app (often from their smartphone) to take photos or make videos or voice memos about their everyday actions or practices and interactions that they can then share with learners. The learner can provide participants with questions or prompts to direct their recording and documentation.



			<ul style="list-style-type: none">• Diaries/Journaling These methods can also be combined with asking participants to complete diaries or journals using pen and paper, voice memos or online platforms or apps. Diaries can be combined with interviews and other methods, where sometimes the diary can act as a prompt for further discussion. They can be structured (like a questionnaire) and therefore aiming for quantitative analysis, or semi- or unstructured – asking free flowing reflection. Diaries can be used over days or hours, depending on the focus of the study. They can use interval-based sampling for example record something every hour. Diaries can take on different forms including visual, collages, photo-based as well as written or spoken – there is a flexible approach to the collection of data here. It depends on the resources available to the learners and how easy/difficult it would be to analyse the approach.• Online Interviews An online interview is a structured conversation, consisting of the question set, an interviewer and interviewee and the technology used to conduct and record the interview. Online interviews can be conducted through both the mobile phone or through the laptop using visual interfaces such as Skype – Zoom etc. Live interviews allow for clarity via the participants and that the participant understands the objective of the study and gives consent etc. Therefore it is important for learners to be aware they need to begin the interview with a short summary statements to state what it is about and obtain consent to continue. There is the option of recording the interview with the participants consent via a smartphone or laptop. Alternatively collate the answer to questions via pen and paper.• Online Discussion Platforms Conduct an online group discussion that can be moderated in real-time. Learners can upload questions and check in to observe people typing their answers, meaning they can ask them to elaborate or explain in real-time if they wish to encourage more participation a group discussion. There is flexibility with this as this can be held over a number of days to allow people time to participate or add to their responses. Focus groups are a good
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			<p>approach and can be recorded (with permission) for data analysis. There are a number of different online platforms which can be used for this such as Microsoft Teams.</p> <ul style="list-style-type: none"> Google/Microsoft Forms for Data Collection Google forms can be used to collect basic demographic information and ask open questions. http://teacherlink.ed.usu.edu/tlresources/training2/google/googleforms.pdf
3: Health Psychology	✓	✓	This unit is externally assessed and can be delivered remotely or via blended learning.
4: Criminal and Forensic Psychology	✓	✓	This unit is theoretical and can be delivered remotely if required. This is an optional unit for the Extended Certificate only.
5: Principles of Children's Psychological Development	✓	✓	<p>This unit is theoretical and can be delivered remotely if required. This is an optional unit for the Extended Certificate only. Learners could be directed towards TED talks on child development and the NHS careers section on the NHS YouTube channel has videos of professionals talking about their work. Mind has information about complex or developmental PTSD now this has been included in the WHO classification https://www.mind.org.uk/information-support/types-of-mental-health-problems/post-traumatic-stress-disorder-ptsd/complex-ptsd/</p> <p>Care should be taken in delivering learning aim C remotely given the sensitive issues relating to abuse and deprivation in case learners have undisclosed experience of these either directly themselves or affecting someone close to them.</p>
6: Introduction to Psychopathology	✓	✓	<p>This unit is theoretical and can be delivered remotely if required. This is an optional unit for the Extended Certificate only. Learners could be directed towards Mind's YouTube channel which has a series of people talking about their experiences of different mental disorders. https://www.youtube.com/results?search_query=mind+uk. There is information on</p>



			<p>professionals and treatment on the NHS website https://www.nhs.uk/ and YouTube channel https://www.youtube.com/user/NHSChoices</p> <p>It is important to be aware that this unit may remind learners of their own or others close to them experiences of mental disorder. These may not have been disclosed. This should be taken into consideration when delivering this unit remotely.</p>
7: Applied Sport Psychology	✓	✓	<p>This unit is theoretical and can be delivered remotely if required. This is an optional unit for the Extended Certificate only. There are resources for athletes which may be a useful place to direct learners https://appliedsportpsych.org/resources/resources-for-athletes/</p>