

Delivering BTEC during Coronavirus (COVID-19)



September 2020 to August 2021

Construction

Guidance for BTEC Nationals, Firsts and QCF Level 1

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: Construction and the Built Environment

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 - safety

The delivery of these programmes does not usually require group work or close proximity between learners, although learners will frequently work in pairs for small teams for field work such as measuring or using land surveying equipment. A small number of assessments do require close proximity (e.g. measuring dimensions in building surveys or working in workshops where learners will share work benches and machines). Centres will need to have measures in place to enable these to be carried out safely. Where this is impossible the use of simulations would be acceptable during the present COVID situation.

Theory can be delivered by distance methods and in some contexts this is the normal way of working with much learning taking the form of researching the use of construction equipment available from public websites and internet resources.

Equipment used for scientific experiments, surveying, measuring and practical work may need to be wiped down and cleansed to protect future users which can be achieved through regular use of hand sanitiser, proprietary wipes and making use of social distancing techniques such as staggering the use of available equipment between groups and times.

Lost time teaching

Centres must focus on ensuring that the learners have an adequate foundation for the units that will be delivered in 2020-21. Learners will probably have missed some teaching during early to mid 2020 and teachers may need to in-fill and integrate groups of mixed ability as they deliver the programmes during 2020-21.

Some centres at L2 and L3 complete one or two Learning Outcomes of some units in May-June, then complete outstanding teaching of remaining Learning Outcomes in September followed by the relevant assessment. Issues related to units which were planned to commence and part assessed between May-June 2020 may need to be considered especially if these units had been planned or scheduled for assessment during the autumn term. Pearson cannot be specific as to how centres deliver their units and this type of assessment is common with respect to L2 centres and some L3 centres.



Flexibility of delivery and assessment

There is considerable room for the use of diverse delivery regimes and assessment models within BTEC programmes. Most teaching and learning employ presentations, calculations, sample content found in written reports, posters, video or audio recordings and other methods which can all be adapted and used in remote delivery. Many of these formats are particularly suited to online digital platforms and can be rich in visual and auditory stimulus material. Centres are encouraged to make as much use as practicable of these resources and to adopt a varied and blended regimen in their approach to delivery.

Visits to construction sites offer a unique and valuable opportunity for learners to see first hand the work that takes place on a construction site, to recognise and posit health and safety into procedural activities through inductions and personal protective equipment and documents that they have to sign before entering the workplace. Whilst these visits are valuable, they are not mandatory and work experience is not required in these programmes.

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

Practical units at L2 are a requirement of the overall programme. Centres may seek to use units that focus on theory as an easier to deliver option but that would diminish the learning experience of many young people who would benefit from a practical and hands-on approach to learning. Learners should not be deprived of the opportunity to demonstrate their psychomotor skills. For many practical craft units, the actual practical activity is approximately 60% of the unit content, the remainder being made up of auxiliary activities such as risk assessments, contextualising the practical activity etc.

Practical units at L3 are focused on building and land surveying or some form of drawing often by the use of Computer Aided Drafting (CAD) techniques. Whilst there is more flexibility in the availability of alternative optional units at level three within the suite of Nationals than the Firsts at level two, for learners to achieve full awards, specific pathways e.g. civil engineering for instance, need and require surveying fieldwork and setting out using theodolites, total stations and sometimes Global Positioning Systems (GPS) all of which require fieldwork, teamwork and use of measuring and sundry equipment.

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Learners following an Architectural route will avail of units such as CAD, Building Surveying, Conversion and Adaptation of Buildings and such like, all of which will require the use of measuring equipment such as laser distance meters, tape measures and simple digital recording devices etc.

Within the context of social distancing and increased cleanliness and sanitising, centres should wherever possible and practicable and allowing for reasonable adjustments continue to follow establish occupational pathways and deliver these units.



Teaching and learning guidance

Unit Title	Remote delivery possible (✓ X)	Socially distanced possible (✓ X)	Comments	Unit Title
BTEC Level 1/ Level 2 Firsts in Construction and the Built Environment Award and Certificate (2018)				
Unit 2: Scientific and Mathematical Applications for Construction	✓	✓	Excellent for remote learning.	knowledge application
Unit 3: Construction and Design	✓	✓	Excellent for remote learning. Some manual drawing work required but accessible remotely.	knowledge application
Unit 4: Construction Drawing Techniques	✓	✓	Can be delivered through remote learning- some production of drawings is required but this can be completed using manual techniques. Manual technique drafting resources would need to be made available to learners. If this was a barrier to completion suggest moving unit to later part of programme.	knowledge application/ skills developed over time (drawing skills)



<p>Unit 5: Exploring Carpentry and Joinery Principles and Techniques Unit 6: Exploring Brickwork and Blockwork Principles and Techniques Unit 7: Exploring Painting and Decorating Principles and Techniques Unit 8: Exploring Plumbing Principles and Techniques Unit 9: Exploring Electrical Principles and Techniques</p>	x	x	<p>These units consist of a practical task which covers a minimum of 60% of each unit.</p> <p>Remote completion of the practical task is unrealistic with respect to access to tools, equipment, resources and working safely.</p> <p>Centres will have to make adjustments to the project areas, workshops and equipment that learners will use within these units.</p>	<p>knowledge application /skills developed over time (practical craft skills)</p>
<p>For example: Unit 14: Exploring Wall and Floor Tiling Principles and Techniques Unit 15: Exploring Plastering and Dry Lining Principles and Techniques</p>	x	x	<p>These units also consist of a practical task which covers a minimum of 60% of each unit.</p> <p>Remote completion of the practical task is unrealistic with respect to access to tools, equipment, resources and working safely.</p> <p>Centres will have to make adjustments to the project areas, workshops and equipment that learners will use within these units.</p>	<p>knowledge application /skills developed over time (practical craft skills)</p>
<p>For example: Unit 5: Construction Processes and Operations Unit 12: The Construction Industry Unit 22: Tendering and Estimating Unit 23: Exploring Surveying Unit 24: Exploring Civil Engineering</p>	✓	✓	<p>No concerns about the delivery of these units which offer opportunities to study the subjects in each unit with few specific adjustments beyond those deployed by regular teaching and learning in a classroom context,</p>	<p>knowledge application</p>



BTEC Level 3 Nationals in Construction and the Built Environment RQF (2017)

<p>Unit 4: Construction Technology Unit 5: Health and Safety in Construction</p>	✓	✓	<p>No concerns. Authorised Assignment Briefs drafted. Fully able to be completed remotely. Units are adaptable and appropriate for remote delivery using rich and varied media often in the guise of integrated websites that provide extensive and elaborate statistical information and free available downloadable materials from the website of the Health and Safety Executive.</p>	<p>knowledge application</p>
<p>Unit 6: Surveying in Construction And Unit 11: Site Engineering for Construction</p>	×	×	<p>For unit 6 Learning Aim B requires learners to undertake practical fieldwork surveys. For unit 11 Learning Aims A and B require a variety of setting out fieldwork activities to be undertaken. In addition, it is very difficult teach practical surveying/setting out aspects remotely. If learners are able to return to centres there is also the issue of ensuring that surveying equipment used is wiped down and that if being used, social distancing is practiced within the context of a team activity. Centres will have to make adjustments to the survey areas, field trips and equipment that learners will use within these units.</p>	<p>knowledge application /skills developed over time (practical surveying skills)</p>



Unit 7: Graphical Detailing in Construction	✓	✓	Manual techniques drafting resources would need to be made available to learners. Learners often require close supervision and checking of drawings and construction related details on an ongoing basis. The drawing techniques often require the use of specialised drawing equipment which may not be available for all learners. The presentation and the inability for immediate correcting of details in a remote location may prevent this unit from being delivered through remote mean.	knowledge application /skills developed over time (being able to produce manual drawings)
Unit 8: Building Regulations and Control in Construction	✓	✓	Remote delivery is suggested for this unit with many resources and document being available through internet and publicly available websites for approved documents related to planning and building regulations.	knowledge application
Units 9: Management of a Construction Project	✓	✓	Excellent for remote learning with many resources and documents being available through internet and publicly available websites.	knowledge application
Unit 10: Building Surveying in Construction	?	?	Centres typically have to provide a suitable location and building for learners to measure and complete and building survey. There is also the issue of ensuring that surveying and measuring equipment used is wiped down and cleansed between use. Social distancing can be practiced within the context of a team activity. Centres will have to make adjustments to the building being measure, accessing and work within the available space of the field trip and equipment that learners will us within the context of the building survey.	knowledge application /skills developed over time (being able to undertake surveys)



Units 12-38	✓	✓	Units and acceptable for remote learning and Pearson have produced Authorised Assignment Briefs for each unit.	knowledge application
Units 39-42	✓	✓	Units and acceptable for remote learning and Pearson have produced Authorised Assignment Briefs for each unit.	knowledge application



BTEC Level 3 Nationals in Construction and the Built Environment QCF (2010)				
Unit 1: Health, Safety and Welfare in Construction and the Built Environment	✓	✓	Excellent for remote learning.	knowledge application
Unit 2: Sustainable Construction	✓	✓	Excellent for remote learning.	knowledge application
Unit 3: Mathematics in Construction and the Built Environment	✓	✓	Appropriate for remote learning and free resources are widely available through publicly available websites. Learners will need to be supported closely and personally within the unit and the delivery may lend itself more to individual sessions that to whole group online sessions. Questions still exist about security and authenticity of work presented through online or digital means with tutor support vital to the success of this unit.	knowledge application
Unit 4: Science and Materials in Construction and the Built Environment	✓	✓	Appropriate for remote learning and free resources are widely available through publicly available websites. Learners will need to be supported closely and personally within the unit and the delivery may lend itself more to individual sessions that to whole group online sessions. Questions still exist about security and authenticity of work presented through online or digital means with tutor support vital to the success of this unit.	knowledge application



<p>Unit 5: Construction Technology and Design in Construction and Civil Engineering Unit 6: Building Technology in Construction</p>	✓	✓	Both unit 5 and unit 6 are both excellent for remote learning with rich and varied resources widely available.	knowledge application
<p>Unit 8: Graphical Detailing</p>	✓	✓	<p>Manual drawing techniques is the focus of this unit and there is no specific need to produce CAD drawings. These manual techniques require specialised drafting resources which would not usually be available to learners outside of a college/school and therefore would require significant investment.</p> <p>The presentation and the inability for immediate correcting of details in a remote location may prevent this unit from being delivered through remote means</p>	knowledge application /skills developed over time (practical manual drawing skills)
<p>Unit 14: Structural Mechanics</p>	✓	✓	<p>Appropriate for remote learning and free resources are widely available through publicly available websites. Learners will need to be supported closely and personally within the unit and the delivery may lend itself more to individual sessions that to whole group online sessions.</p> <p>Questions still exist about security and authenticity of work presented through online or digital means with tutor support vital to the success of this unit.</p>	knowledge application



All other units with the exception of the following are optional units and could be remotely set and assessed with no social distance issues.				
Units causing Issues				
<p>Unit 10: Surveying in Construction and Civil Engineering and Unit 12: Setting Out Processes in Construction and Civil Engineering</p>	x	x	<p>Content of these units require learners to carry out practical land surveying and complex setting out of construction works such as drainage runs, potential road routes, etc It is not yet practicable or feasible to deliver these practical subjects through remote means. Centre must make sure that surveying equipment is cleansed between groups/individuals and wiped down, sanitised and that social distancing is practiced within the context of a team activity. Centres will have to make adjustments to the survey areas, field trips and equipment that learners will use within these units</p>	<p>knowledge application /skills developed over time (practical surveying skills)</p>
<p>Unit 15: Building Surveying in Construction</p>	?	?	<p>Centres typically have to provide a suitable location and building for learners to measure and complete and building survey. There is also the issue of ensuring that surveying and measuring equipment used is wiped down and cleansed between use. Social distancing can be practiced within the context of a team activity. Centres will have to make adjustments to the building being measure, accessing and work within the available space of the field trip and equipment that learners will use within the context of the building survey.</p>	<p>knowledge application /skills developed over time (being able to undertake surveys)</p>
<p>Unit 18: Computer-aided Drafting</p>	?	?	<p>This unit is appropriate for remote delivery and learners may avail of the significant amount of freely available material from publicly available websites.</p>	



		<p>The unit does not specify which particular software that a drawing can be drawn in so there is a wide variety of software available that would be adequate for the successful delivery of this unit. In addition to the wide range of software available, industry standard AutoCAD is available as a free student download or through REVIT for student use with a significant amount of free resources available.</p> <p>Some issues may prevent plotting and printing to industry standards particularly using plot sizes and scales in paper size other than A4 and typical home-based printing machines, but the need for printing may be obviated through electronic submission of completed drawings.</p> <p>Some issues may exist in supervision and authentication of work although this can be demonstrated through an observation of learner performance by the assessor through remote means.</p>	<p>knowledge application /skills developed over time (practical CADD skills)</p>
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Unit and Thematic Guidance	Remote delivery (✓ X)	Socially distanced (✓ X)	Comments
BTEC QCF L1 in Construction			
Unit 1: Producing a Timber Product Unit 2: Decorating Household Goods Unit 3: Developing Home Improvement Skills Unit 6: Producing a Product Unit 8: Working as Part of a Group Unit 11: Working as a Team to Move and Handle Resources Unit 12: Developing Construction Drawing Skills Unit 13: Developing Bricklaying Skills Unit 14: Developing Carpentry Skills Unit 15: Developing Joinery Skills Unit 16: Developing Construction Painting Skills Unit 17: Developing Construction Decorating Skills Unit 18: Developing Plumbing Skills Unit 19: Developing Electrical Installation Skills Unit 20: Developing Building Maintenance Skills Unit 23: Producing a Product Unit 24: Developing Plastering Skills	x	✓	<p>These units rely on practical activities in which learners will be required to demonstrate skills. Skills are mostly taught using didactic methods of instruction and include working in workshop or project areas using construction models, materials, tools and equipment.</p> <p>Supervision, health, safety and welfare will preclude any of these units being delivered or completed in anything other than a supervised workshop or project area, typically in a training organisation, college or school environment. Despite some units such as Bricklaying which could notionally be completed by learners building a small barbecue or other masonry structure in their garden or yard, learners must not be left unsupervised and some of the assessment criteria require learners to demonstrate their ability to work with others in a work setting which makes the completion of the assessments unsuitable for remote delivery or assessment.</p> <p>Specialist resources and suitability of working arrangements for some for the range of units is unlikely to be found in the home or in domestic locations.</p>



<p>Unit 4: Preparing for an Interview Unit 5: Interview Skills Unit 7: Working Towards Goals Unit 9: Starting Work in Construction Unit 10: Health and Safety and Welfare in Construction Unit 21: Preparing for an Interview Unit 22: Interview Skills</p>	<p>✓</p>	<p>✓</p>	<p>These units are appropriate for remote delivery and can be studied independently by learners assuming social distancing guidelines are observed where appropriate.</p> <p>For units that require investigation and reporting such as units 4, 9 and 10, learners can find a vast range of documents available on the internet and through published material which will allow them to complete assessment tasks related to the topic areas.</p> <p>For units, 5, 7, 21 and 22 learners can be encouraged to work together remotely or through an online environment in which they can prepare for interviews and conduct online interviews either within peer-to-peer or teacher-learner oriented interviews. If social distancing is permitted, and learners can meet face-to-face or in person, interviews can take place informally, outside or set out in a seating arrangement that permits social distancing requirements to be met.</p>
<p>Unit CON5: Drawing a Plan of a Room Unit CON9: Costing a Small Repair Job</p>	<p>✓</p>	<p>✓</p>	<p>These units are appropriate for remote delivery and can be studied independently by learners assuming social distancing guidelines are observed where appropriate.</p> <p>For units that require investigation and reporting such as unit Con9, learners can find a vast range of documents available on the internet and through published material which will allow them to complete assessment tasks related to the topic areas.</p> <p>For unit Con5, learners can be encouraged to work together remotely or through an online environment in which they can prepare for a joint task such</p>



			<p>as an online interview or presentation either within peer-to-peer or teacher-learner oriented activity. If social distancing is permitted, and learners can meet face-to-face or in person, interviews or presentations can take place informally, or outside, or set out in a seating arrangement that permits social distancing requirements to be met.</p> <p>For Con 5, a room could easily be one in the learner's home or similar that will allow learners to measure and prepare a plan showing its features.</p>
<p>Unit CON6: Building a Simple Wall Unit CON7: Making Carpentry Joints Unit CON8: Fixing a Water Pipe Unit CON10: Making Minor Repairs in a House Unit CON11: Decorating an Inside Wall Unit CON12: Making an Electrical Circuit Unit CON13: Developing Plastering Skills Unit CON14: Developing Building Maintenance Skills</p>	x	✓	<p>These units rely on practical activities in which learners will be required to demonstrate skills. Skills are mostly taught using didactic methods of instruction and include working in workshop or project areas using construction models, materials, tools and equipment.</p> <p>Supervision, health, safety and welfare will preclude any of these units being delivered or completed in anything other than a supervised workshop or project area, typically in a training organisation, college or school environment. Despite some units such as Con 6, Building a Simple Wall, which could notionally be completed by learners building a small barbecue or other masonry structure in their garden or yard, learners must not be left unsupervised and some of the assessment criteria requires learners to demonstrate their ability to work with others in a work setting which makes the completion of the assessments unsuitable for remote delivery or assessment.</p> <p>Specialist resources and suitability of working arrangements for some for the range of units is unlikely to be found in the home or in domestic locations.</p>