

Teaching and learning  
support during  
Coronavirus (COVID-19)



Illustration by Lucy Vigrass

# Health and Social Care

Guidance for BTEC Nationals, Tech Awards  
and Firsts

Support

Last updated 15<sup>th</sup> May 2020



## Formal assessment requirements

We have confirmed for BTEC Level 3 Nationals, BTEC Level 1 and 2 Firsts and Tech Awards, where we expect to be able to provide calculated results, we do not require or expect any formal assessment for BTEC to take place while learners are studying at home. We expect to collect centre assessment grades from teachers and tutors for any incomplete work for all learners and these judgements will be used in the calculation of a final result where relevant.

## Supporting teaching and learning

Whilst not a requirement we are encouraging and supporting continued learning at home during this time, so when learners return to school or college, progress to HE, an apprenticeship, or work, they have the knowledge and skills they need to continue with confidence. We also recognise the benefits that learning and a structured day have on general health and wellbeing and we want to make sure that we are doing everything we can to best support you and your learners at this time.

### Contents:

- **Qualifications** that fall into the Calculated Result category
- **Support for blended learning**
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## Qualifications in Health and Social Care that fall into the Calculated Result Category

Qual. No.	Qualification title
600/4782/3	Pearson BTEC Level 1/Level 2 First Award in Health and Social Care
600/6311/7	Pearson BTEC Level 1/Level 2 First Certificate in Health and Social Care
601/0170/2	Pearson BTEC Level 1/Level 2 First Diploma in Health and Social Care
600/6312/9	Pearson BTEC Level 1/Level 2 First Extended Certificate in Health and Social Care
603/0395/5	Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care
500/9317/4	Pearson BTEC Level 3 Subsidiary Diploma in Health and Social Care (QCF)
600/6178/9	Pearson BTEC Level 3 90-credit Diploma in Health and Social Care (QCF)
500/9316/2	Pearson BTEC Level 3 Certificate in Health and Social Care (QCF)
500/9465/8	Pearson BTEC Level 3 Diploma in Health and Social Care (QCF)
500/9501/8	Pearson BTEC Level 3 Extended Diploma in Health and Social Care (QCF)
601/7193/5	Pearson BTEC Level 3 National Certificate in Health and Social Care (RQF)
601/7194/7	Pearson BTEC Level 3 National Diploma in Health and Social Care (RQF)
601/7197/2	Pearson BTEC Level 3 National Extended Certificate in Health and Social Care (RQF)
601/7198/4	Pearson BTEC Level 3 National Extended Diploma in Health and Social Care (RQF)
601/7199/6	Pearson BTEC Level 3 National Foundation Diploma in Health and Social Care (RQF)



## Support for Blending Learning

### 1. Digital Textbooks and Revision Guides

We're providing **free 90-day access** for your centre to some of our digital learning resources which can be accessed in college or at home.

The following digital Textbook bundles are all available via our online ActiveLearn platform. ActiveLearn provides core textbooks, online homework and practical activities, as well as front-of-class teaching resources, planning and assessment materials. You can allocate as much or as little from the e-Textbooks as you wish to your learners to access wherever, whenever.



#### Digital textbook bundles:

- KS4 Vocational Qualifications
- KS5 Vocational Qualifications

#### Revision

- KS4 Revision Guides
- KS5 Revision Guides

If you would like to access these resources please request access [here](#).

### 2. Online remote-delivery recordings for BTECs

- Introduction to online remote delivery
- Developing resources for online delivery
- Planning and teaching online
- Supporting students studying online

> [Find out more](#)



### 3. Digital Live Event and Recordings

Access recordings from our **Digital Live event: Enabling Education**

> [Find out more](#)



## 4. Get expert guidance from our community of online teaching and learning specialists

A range of free resources including blog articles and webinars to provide support, inspire ideas and enable you to channel your passions and expertise without feeling too overwhelmed. Browse articles and blog content and access via this [link](#).

## 5. Paid-for Teaching Resources

### Pearson Learning Hub

This platform has a range of courses available with content broken down into bitesize learning chunks. It supports blended and online learning via the use of videos, online quizzes and resources that your learner can access.

**NEW FOR 2020!**

The Digital Learning Experience:  
**Pearson Learning Hub**



For some courses, flashcards and infographics break down information further into accessible amounts of information.

Learning programmes currently include:

- **Adult Care Level 2 and 3** - mapped to the Adult Care Worker Level 2 and Lead Adult Care Worker Apprenticeship standards and the mandatory requirements of the BTEC Level 2 Diploma in Care and the BTEC Level 3 Diploma in Care qualifications covering areas such as *communication, working as part of a team, duty of care and supporting individuals with different needs*.



- **Health Care Support Worker** - mapped to the Health Care Support Worker Level 2 Apprenticeship Standard and the mandatory requirements of the BTEC Level 2 Diploma in Care covering areas such as *person centred care, infection prevention and control, and health, safety and security*.
- **Workplace Behaviours** – soft skills training and development covering areas such as Resilience, Professionalism, Decision-making, Adaptability, Self-Management and Work Ethics.
- **Digital Technologies for non-experts** including Artificial Intelligence for Leaders, Artificial Intelligence De-Mystified and Digital Technology De-Mystified.

[>Find out more about Pearson Learning Hub](#)

## ActiveLearn teaching packs

These packs cover the full breadth of the unit content. Lesson plans, presentations, activity sheets, videos and quizzes are included in the pack. Once you have access to these, you can share them with your learners.



Active Learn teaching packs are available for:

- [BTEC Nationals in Health and Social Care](#)
- [BTEC Level 2 Technical in Adult Care](#)
- [Tech Award in Health and Social Care](#)



## 6. Sector Body Resources

Sector body	Web page
Royal Society of Biology	<a href="https://portal.e-lfh.org.uk/Login?returnURL=%2FmyElearning%2FIndex%3FHierarchyId%3D0_41544_41546_41257%26programmeId%3D41544">https://portal.e-lfh.org.uk/Login?returnURL=%2FmyElearning%2FIndex%3FHierarchyId%3D0_41544_41546_41257%26programmeId%3D41544</a>
St John Ambulance	<a href="https://www.sja.org.uk/get-advice/a-z-of-first-aid-teaching-courses/health-and-social-care-curriculum-teaching-resources/">https://www.sja.org.uk/get-advice/a-z-of-first-aid-teaching-courses/health-and-social-care-curriculum-teaching-resources/</a>
Skills for Care	<a href="https://www.skillsforcare.org.uk/Learning-development/Learning-and-development.aspx">https://www.skillsforcare.org.uk/Learning-development/Learning-and-development.aspx</a>
NICE	<a href="https://www.nice.org.uk/about/nice-communities/social-care/quick-guides">https://www.nice.org.uk/about/nice-communities/social-care/quick-guides</a>
Jisc	<a href="https://healthandsocialcare.jisc.ac.uk/">https://healthandsocialcare.jisc.ac.uk/</a>
Skills for Health	<a href="https://www.skillsforhealth.org.uk/resources">https://www.skillsforhealth.org.uk/resources</a>
A question of care	<a href="https://www.aquestionofcare.org.uk/">https://www.aquestionofcare.org.uk/</a>
BBC Skillswise	<a href="https://www.bbc.co.uk/teach/skillswise/nursing-and-care/zv6xkmn">https://www.bbc.co.uk/teach/skillswise/nursing-and-care/zv6xkmn</a>
Social Care Institute for Excellence	<a href="https://www.scie.org.uk/e-learning">https://www.scie.org.uk/e-learning</a>
Health and Safety Executive	<a href="https://www.hse.gov.uk/healthservices/resources.htm#">https://www.hse.gov.uk/healthservices/resources.htm#</a>



## Subject Advisor support and guidance

### Contact details:

<https://support.pearson.com/uk/s/qualification-contactus>

### BTEC Nationals and Tech Award in Health and Social care support session:

<https://www.youtube.com/playlist?list=PLnAiTyr7BcaRBpqKq05AhFfTNjqEE9Y42>

You can keep up-to-date and chat to others teaching our BTEC programmes in our subject communities and via Facebook and twitter.

- <https://www.facebook.com/subjectadvisorhealthandsocialcare>
- [https://www.twitter.com/PearsonHSC\\_EY](https://www.twitter.com/PearsonHSC_EY)



## Teaching and Learning to support transition to second year of a two-year programme

We are continuing to support schools and colleges to enable learners to continue with their studies from home. We are encouraging continued learning so when learners return to school or college they have the knowledge and skills they need to continue with their course.

The information below are examples of the type of content that would have been covered in a typical in year 1 that is needed to support units/ components typically covered in the second year of a study programme

### BTEC Nationals QCF

There are no externally assessed units in this qualification and so no need to prepare learners for external assessment on specific dates. Most centres use the mandatory units, Units 1-4, at the beginning of their programme, after that there is variation between centres in the timing of each unit. These mandatory units do provide an important foundation for the other units in the qualification and if it has not been possible to complete the delivery of all the content, this should be seen as a priority.

Some units do require the completion of practical work, including Units 6 Personal and Professional Development in Health and Social Care and Unit 44 Vocational Experience for Health and Social Care. The work based knowledge and skills learners develop in these units is important for other units going into the second year of their programme, and the learners should have the chance to complete the practical work experience hours when it is possible to do so. This may need to be undertaken in the Autumn of 2020 or later. The theory based content for these units can still occur, however you may also choose to delay starting, or temporarily halt the teaching and learning for these units, and instead bring forward content from second year units which do not require practical work experience. For example, Unit 12 Public Health does not require practical work and could be delivered remotely during the Spring of 2020. It would also provide underpinning knowledge for Unit 20 Promoting Health Education which they could pick up in year 2 of their programme.



Teachers are no doubt developing structured packages for the delivery of unit content. As with the RQF version, there would be value in using teaching and learning activities to also develop the learners' understanding of the requirements of the command verbs in the assessment criteria.

## BTEC Nationals RQF

Learners on the first year of a two-year RQF Level 3 BTEC programme in Health and Social Care will not have been able to take the examination for Unit 1 Human Lifespan and Development, or Unit 2 Working in Health and Social Care, unless they took them in the January series. While learners will not be sitting the external assessments in June 2020, it is important they are familiar with the content and requirements of Units 1 and 2, as they underpin all other units in this qualification. For example, Unit 1 Human Lifespan and Development explores physical, intellectual, emotional and social development and underpins knowledge for units such as Unit 11 Psychological Perspectives, Unit 18 Assessing Children's development needs and Unit 26 Health Psychology. Unit 2: Working in Health and Social Care also underpins other units such as Unit 7 Principles of Safe Practice, Unit 12 Supporting Individuals with Additional Needs, and Unit 16 Policy in Health and Social Care. Those learners who have been able to work or volunteer in the health and social care sector have been on the frontline during the pandemic and Unit 8 Promoting Public Health and Unit 9 Infection Prevention and Control will be units which will be very relevant. We would however advise you to consider whether some content of health and social care units is suitable for remote delivery with your learners - for example Unit 7 Principles of Safe Practice Learning Aim B is about abuse and neglect and whilst there will be lots of interest and material about the pandemic, learners will have had different experiences of being at home and this may not be appropriate to deliver this term.

Unit 6: Work Experience in Health and Social Care is an optional unit in the BTEC Level 3 National Foundation Diploma and the BTEC Level 3 National Diploma, and a mandatory unit for the BTEC Level 3 National Extended Diploma. This unit requires 100 hours of work placement. For the vast majority of learners, work placements have been limiting those accessing care settings to reduce infection coming in and therefore they will not have completed 100 hours this academic year, however it may be possible for them to split these hours across the first and second year of their programme. It is not possible to predict when work placements will be accepting learners again, however



placement experience is valuable both for giving concrete examples of how care values, policies and procedures are implemented and for UCAS or employment applications and we would recommend they are reinstated as soon as it is possible to do so.

## **Tech Awards**

For learners in year 1 of the two year programme, they are likely to have completed the internal assessment for Component 1 Human Lifespan Development and be part way through Component 2 Health and Social Care Services and Values.

Component 3 Health and Wellbeing is the synoptic unit for this qualification. It is important that learners are familiar with the content and requirements for Unit 1 Human Lifespan Development and Unit 2 Health and Social Care Services and Values as both of these units underpin the knowledge for Unit 3 Health and Wellbeing. As such, we wouldn't expect year 1 learners to be registered for the externally assessed Unit 3 Health and Wellbeing until year 2 of their programme.

We recognise that Component 2 Learning Aim B requires learners to demonstrate care values and review their own practice. These skills are an integral part of health and social care practice and it's important that learners are able to demonstrate that they understand how to use them, rather than writing about them. It doesn't state in the specification that it is necessary for your learners to complete the role play in front of others, therefore, they can do this with just the person they are delivering the care to and the person observing via a digital platform. The role play could also be demonstrated in the learners own environment, such as carrying out the demonstration with an appropriate person, and filming the interaction on a mobile phone or camera and sending it to the teacher via email or uploading it to the centres digital platform.

However, if you would rather conduct this assessment face to face, or, for a variety of reasons, it may be difficult for your learners to do this remotely, you may prefer to delay this assessment to the next academic year and bring forward some of the teaching and learning from Component 3 Health and Wellbeing to the Summer term and focus on that instead.



For example, in Unit 1 Human Lifespan Development, learners will have looked at factors and life events that can affect an individual's growth and development. In Unit 3, learners are required to extend on that knowledge to understand how factors can negatively or positively affect health and wellbeing. By bringing forward the teaching and learning for Unit 3 Learning Aim A to the Summer Term, learners may be able to more effectively make connections between the content of the two units, which may support them when they sit the external assessment in 2021.

## **BTEC NQF First 1/2**

This qualification is generally delivered over one year post 16, however, if you are delivering this course over two years, learners in the first year of the programme will not be able to sit the external assessments for Unit 1 Human Lifespan Development or Unit 9 Healthy Living in June 2020.

Unit 1 Human Lifespan Development, Unit 2 Health and Social Care values, Unit 3 Effective Communication in Health and Social Care and Unit 9 Healthy Living are core units across all sizes of the BTEC Level 1/Level 2 First in health and social care. It's important learners are familiar with the content and requirements of these units as they underpin all other units in this qualification.

Your BTEC Assessment Plan may allow for you to make some adjustments to teaching and learning for the Summer Term, if this is necessary. For example, if you had originally planned to deliver a unit in the Summer Term that requires practical assessment, such as Unit 3 Effective Communication in Health and Social Care Learning Aim C which asks learners to demonstrate communication methods in health and social care settings, you could instead bring forward the teaching and learning delivery of one of the optional units which is knowledge based, such as Unit 6 The Impact of Nutrition on Health and Wellbeing.

Learners on a two year programme with either Unit 16 Vocational Experience in Health and Social Care, which requires a minimum 60 hours work experience, or Unit 17 Community Volunteering in Health and Social Care, which requires a minimum of 20 hours work experience, as an optional unit could additionally have their placement hours moved into their second year. It is not possible to predict when placements will be accepting learners again, however placement experience is valuable for giving concrete examples of how learners have demonstrated care values, communication skills and working with others who have specific needs and this is important for



employment applications and applications to further their studies at Level 3, we would recommend they are reinstated as soon as it is possible to do so.

## Approaches for remote learning

Our expectation is that centres will continue to provide teaching and learning of as much of the BTEC specification unit content as is possible and carry out teacher based assessments (e.g. worksheets, questions, activities etc) to help prepare learners for the next stage of their journey.



We do not expect learners to complete any formal BTEC Assignment Briefs for BTEC Level 3 Nationals, BTEC Level 1 and 2 Firsts and Tech Awards between mid-March and July.

The table provides some examples of adapted approaches to providing learners with activities that allow for feedback and support continued teaching and learning.



<b>Alternative Remote Learning Approaches</b>	
<b>Assessment Technique</b>	<b>Indicative Alternative Assessment</b>
<b>Case study</b> (physical submission)	Case study (online submission or electronic submission by email)
<b>Discussion forum</b> (in class, verbal)	Virtual meetings (Google class, Microsoft Teams, Zoom, FaceTime, Skype or equivalent platforms)
<b>Discussion forum</b> (written)	Online chat (Google class, Microsoft Teams, Zoom, FaceTime, Skype, VLEs, blogs or equivalent platforms)
<b>Experiment</b> (lab based; face-to-face)	Report on results of the experiment provided by the tutor
<b>Independent research report</b> (physical copy)	Independent research report (online submission or electronic submission by email)
<b>Question and Answer Session</b>	(Google class, Microsoft Teams, Zoom, Skype or equivalent platforms)
<b>Peer review</b> (written, in class)	Peer review report (online submission or electronic submission by email)
<b>Presentation</b> (face-to-face, in class)	Presentation (live via Google class, Microsoft Teams, Zoom, Skype or equivalent platforms) Presentation (recorded online submission or electronic submission by email)
<b>Role playing</b> (in class)	Role playing (live via Google classroom, Microsoft Teams, Zoom, FaceTime, Skype or equivalent platforms)
<b>Self-reflection</b>	Self-reflection (online submission or electronic submission by email)
<b>Simulated activity</b> (in class demonstration)	Individual report (online submission or electronic submission by email)
<b>Written task/report</b> (physical submission)	Written task/report (online submission or electronic submission by email)



## 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:

- Utilising video conferencing software to host focus groups, observations and interviews
- Arranging a phone conversation for direct interviews
- Utilising Live Messaging systems or software such as MS 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 wide range of participants. Common survey platforms include:

- **Google Forms** – <http://forms.google.com>
- **SurveyMonkey** - <http://surveymonkey.com>
- **SmartSurvey** - <https://www.smartsurvey.co.uk>



## 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** - <https://doaj.org/>  
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** - [https://academic.oup.com/journals/pages/open\\_access](https://academic.oup.com/journals/pages/open_access)  
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** - <https://www.omicsonline.org/open-access-journals-list.php>  
More than 300 open-access scientific journals on life sciences, pharmacology, environmental science, management, computer science and engineering.

For a full list of open access journals by subject go to-  
<https://www.onlineschools.org/open-access-journals/>

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 the use of software

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:

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. Some of the most common are:

- **Microsoft** – Word, Excel, Powerpoint and others are available for free. (<https://www.microsoft.com/en-us/education/products/office>)
- **Libre Office** - LibreOffice is free and Open Source Office Suite Software. <https://www.libreoffice.org/>
- **Google Docs** - free office suite for personal use. <https://www.google.co.uk/docs/about/>

## How to approach work experience

Many of the health and social care work experience settings have been unable to support BTEC students since lock down due to health and safety issues and significant demands on their time and resources. Some centres and learners have found ways to maintain engagement with settings through this difficult time, however if you do choose to use alternative routes for work placement, you will need to consider how this affects the health and safety of your learners, including whether risk assessments are required, if insurance requirements need adapting, and work placement supervisor availability.

It is also possible for learners to use hours spent in volunteer positions and paid employment they have sought outside of your centre as contributions towards work placement hours, if there is a supervisor present who will sign the hours log.