Pearson
BTEC

Teaching and learning support during Coronavirus (COVID-19)

Land-based sectors

Guidance for BTEC Nationals, Firsts and Level 2 Technicals

Illustration by Lucy Vigrass

Support

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.

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- **Support for blended learning**
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- **Support for transition** to second year of a two-year programme
- **Approaches** for remote learning

Qualifications in Land-based that fall into the Calculated Result Category

Qual. No.	Qualification title
500/8237/1	Pearson BTEC Level 3 Certificate in Agriculture (QCF)
500/8380/6	Pearson BTEC Level 3 Certificate in Animal Management (QCF)
501/1217/X	Pearson BTEC Level 3 Certificate in Blacksmithing and Metalworking (QCF)
500/8263/2	Pearson BTEC Level 3 Certificate in Countryside Management (QCF)
600/0319/4	Pearson BTEC Level 3 Certificate in Environmental Sustainability (QCF)
500/8286/3	Pearson BTEC Level 3 Certificate in Fish Management (QCF)
501/0344/1	Pearson BTEC Level 3 Certificate in Floristry (QCF)
500/9450/6	Pearson BTEC Level 3 Certificate in Forestry and Arboriculture (QCF)
500/9433/6	Pearson BTEC Level 3 Certificate in Horse Management (QCF)
500/8350/8	Pearson BTEC Level 3 Certificate in Horticulture (QCF)
501/0300/3	Pearson BTEC Level 3 Certificate in Land-based Technology (QCF)
500/8242/5	Pearson BTEC Level 3 Subsidiary Diploma in Agriculture (QCF)
500/8243/7	Pearson BTEC Level 3 Subsidiary Diploma in Animal Management (QCF)
501/1220/X	Pearson BTEC Level 3 Subsidiary Diploma in Blacksmithing and Metalworking (QCF)
500/8262/0	Pearson BTEC Level 3 Subsidiary Diploma in Countryside Management (QCF)
600/0321/2	Pearson BTEC Level 3 Subsidiary Diploma in Environmental Sustainability (QCF)
500/8352/1	Pearson BTEC Level 3 Subsidiary Diploma in Fish Management (QCF)
501/0310/6	Pearson BTEC Level 3 Subsidiary Diploma in Floristry (QCF)
500/9451/8	Pearson BTEC Level 3 Subsidiary Diploma in Forestry and Arboriculture (QCF)
500/9432/4	Pearson BTEC Level 3 Subsidiary Diploma in Horse Management (QCF)
500/8351/X	Pearson BTEC Level 3 Subsidiary Diploma in Horticulture (QCF)
501/0314/3	Pearson BTEC Level 3 Subsidiary Diploma in Land-based Technology (QCF)
601/7524/2	Pearson BTEC Level 3 National Extended Certificate in Animal Management
601/9064/4	Pearson BTEC Level 3 National Extended Certificate in Equine Management
603/0872/2	Pearson BTEC Level 3 National Extended Certificate in Agriculture
603/0870/9	Pearson BTEC Level 3 National Extended Certificate in Countryside Management
603/1214/2	Pearson BTEC Level 3 National Extended Certificate in Horticulture
601/1097/1	Pearson BTEC Level 3 90-credit Diploma in Agriculture (QCF)
601/0563/X	Pearson BTEC Level 3 90-credit Diploma in Animal Management (QCF)
601/1098/3	Pearson BTEC Level 3 90-credit Diploma in Countryside Management (QCF)
601/1099/5	Pearson BTEC Level 3 90-credit Diploma in Forestry and Arboriculture (QCF)
601/0564/1	Pearson BTEC Level 3 90-credit Diploma in Horse Management (QCF)
601/1100/8	Pearson BTEC Level 3 90-credit Diploma in Horticulture (QCF)
601/0565/3	Pearson BTEC Level 3 90-credit Diploma in Land-based Technology (QCF)
601/7525/4	Pearson BTEC Level 3 National Foundation Diploma in Animal Management

603/0871/0	Pearson BTEC Level 3 National Foundation Diploma in Agriculture
603/0869/2	Pearson BTEC Level 3 National Foundation Diploma in Countryside Management
601/9066/8	Pearson BTEC Level 3 National Foundation Diploma in Equine Management
603/1904/5	Pearson BTEC Level 3 National Foundation Diploma in Forestry and Arboriculture
603/1215/4	Pearson BTEC Level 3 National Foundation Diploma in Horticulture
500/8240/1	Pearson BTEC Level 3 Diploma in Agriculture (QCF)
500/8311/9	Pearson BTEC Level 3 Diploma in Animal Management (QCF)
601/4530/4	Pearson BTEC Level 1/Level 2 First Award in Animal Care
500/9933/4	Pearson BTEC Level 2 Certificate in Agriculture
500/8332/6	Pearson BTEC Level 2 Certificate in Animal Care
500/9928/0	Pearson BTEC Level 2 Certificate in Countryside and Environment
500/9804/4	Pearson BTEC Level 2 Certificate in Horse Care
501/0121/3	Pearson BTEC Level 2 Certificate in Horticulture
500/9547/X	Pearson BTEC Level 2 Diploma in Agriculture
500/8365/X	Pearson BTEC Level 2 Diploma in Animal Care
600/0214/1	Pearson BTEC Level 2 Diploma in Blacksmithing and Metalworking
500/9930/9	Pearson BTEC Level 2 Diploma in Countryside and Environment
500/8366/1	Pearson BTEC Level 2 Diploma in Fish Husbandry
501/0339/8	Pearson BTEC Level 2 Diploma in Floristry
500/9929/2	Pearson BTEC Level 2 Diploma in Horse Care
500/9934/6	Pearson BTEC Level 2 Diploma in Horticulture
501/0311/8	Pearson BTEC Level 2 Diploma in Land-based Technology
500/9932/2	Pearson BTEC Level 2 Extended Certificate in Agriculture
500/8331/4	Pearson BTEC Level 2 Extended Certificate in Animal Care
600/0213/X	Pearson BTEC Level 2 Extended Certificate in Blacksmithing and Metalworking
500/9931/0	Pearson BTEC Level 2 Extended Certificate in Countryside and Environment
501/0313/1	Pearson BTEC Level 2 Extended Certificate in Floristry
500/9927/9	Pearson BTEC Level 2 Extended Certificate in Horse Care
501/0122/5	Pearson BTEC Level 2 Extended Certificate in Horticulture
501/1219/3	Pearson BTEC Level 3 Diploma in Blacksmithing and Metalworking (QCF)
500/8261/9	Pearson BTEC Level 3 Diploma in Countryside Management (QCF)
600/0324/8	Pearson BTEC Level 3 Diploma in Environmental Sustainability (QCF)
500/8353/3	Pearson BTEC Level 3 Diploma in Fish Management (QCF)
501/0345/3	Pearson BTEC Level 3 Diploma in Floristry (QCF)
500/9449/X	Pearson BTEC Level 3 Diploma in Forestry and Arboriculture (QCF)
500/9431/2	Pearson BTEC Level 3 Diploma in Horse Management (QCF)
500/8336/3	Pearson BTEC Level 3 Diploma in Horticulture (QCF)
501/0299/0	Pearson BTEC Level 3 Diploma in Land-based Technology (QCF)
601/7523/0	Pearson BTEC Level 3 National Diploma in Animal Management
603/1212/9	Pearson BTEC Level 3 National Diploma in Agriculture
603/1213/0	Pearson BTEC Level 3 National Diploma in Countryside Management
601/9062/0	Pearson BTEC Level 3 National Diploma in Equine Management (Equitation)

601/9056/5	Pearson BTEC Level 3 National Diploma in Equine Management (Yard Management)
603/2675/X	Pearson BTEC Level 3 National Diploma in Horticulture
500/8301/6	Pearson BTEC Level 3 Extended Diploma in Agriculture (QCF)
500/8265/6	Pearson BTEC Level 3 Extended Diploma in Animal Management (QCF)
501/1218/1	Pearson BTEC Level 3 Extended Diploma in Blacksmithing and Metalworking (QCF)
500/8302/8	Pearson BTEC Level 3 Extended Diploma in Countryside Management (QCF)
600/0320/0	Pearson BTEC Level 3 Extended Diploma in Environmental Sustainability (QCF)
500/8344/2	Pearson BTEC Level 3 Extended Diploma in Fish Management (QCF)
501/0346/5	Pearson BTEC Level 3 Extended Diploma in Floristry (QCF)
500/9448/8	Pearson BTEC Level 3 Extended Diploma in Forestry and Arboriculture (QCF)
500/9428/2	Pearson BTEC Level 3 Extended Diploma in Horse Management (QCF)
500/8266/8	Pearson BTEC Level 3 Extended Diploma in Horticulture (QCF)
501/0236/9	Pearson BTEC Level 3 Extended Diploma in Land-based Technology (QCF)
603/0420/0	Pearson BTEC Level 2 Technical Diploma in Animal Care
603/1211/7	Pearson BTEC Level 2 Technical Diploma in Equine Studies
603/1907/0	Pearson BTEC Level 2 Technical Diploma in Agriculture
603/2657/8	Pearson BTEC Level 2 Technical Diploma in Blacksmithing
603/1906/9	Pearson BTEC Level 2 Technical Diploma in Countryside Studies
603/2656/6	Pearson BTEC Level 2 Technical Diploma in Floristry
603/2719/4	Pearson BTEC Level 2 Technical Diploma in Forestry and Arboriculture
603/1908/2	Pearson BTEC Level 2 Technical Diploma in Horticulture
603/2676/1	Pearson BTEC Level 3 National Extended Diploma in Agriculture
603/3043/0	Pearson BTEC Level 3 National Extended Diploma in Animal Management
603/2677/3	Pearson BTEC Level 3 National Extended Diploma in Countryside Management
601/9059/0	Pearson BTEC Level 3 National Extended Diploma in Equine Management
603/2678/5	Pearson BTEC Level 3 National Extended Diploma in Forestry and Arboriculture

Support for Blending Learning

1. 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

2. Digital Live Event and Recordings

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

> Find out more

3. 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.

Last updated 15th May 2020

4. 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.

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

Learning programmes currently include:

- **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

5. Sector Body Resources

Sector body	Web page
Lantra	https://www.lantra.co.uk/e-learning
Land Based Learning	https://landbasedlearningltd.com/
Landex:	http://www.landex.org.uk/resource.php
Royal Horticultural Society	https://www.rhs.org.uk/

Support and guidance

- Getting started: Ways to teach and assess
- Enhancing Delivery
- Standardisation Marking training for Nationals

>Find out more

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.

A list of key skills that are covered in year 1 that are important to support continued learning, and progression to work or further education.

Many of these qualifications require the learners to undertake many practical skills.

Centres will deliver the mandatory and optional units in varying ways and timings across the course so examples have been **suggested** as an example below of alternatives that can be taught until the learners return.

BTEC Nationals (QCF)

Animal Management

There are no externally assessed units in this qualification and so no need to prepare learners for assessment on specific dates. Most centres deliver the mandatory units, Unit 1: Understand and Promote Animal Health, Unit 4: Undertake Animal Handling and Safe Working, Unit 5: Plan and Monitor Animal Feeding and Unit 6: Manage Animal Accommodation at the beginning of their programme, after that there is variation between centres in the timing and delivery of the remaining mandatory units.

Several units do require the completion of practical work, including mandatory units, Unit 1: Understand and Promote Animal Health, Unit 4: Undertake Animal Handling and Safe Working, Unit 5: Plan and Monitor Animal Feeding , Unit 6: Manage Animal Accommodation and Unit 8 Undertake and Review Work Related Experience in the Land-based Industries. It may be an option for some centres to bring forward content from second year units which do not require practical work. For example, Unit 7 Undertake an Investigative Project in the Land-based Sector do not require practical work and could be delivered remotely during the Spring of 2020.

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

Horse Management

There are no externally assessed units in this qualification and so no need to prepare learners for assessment on specific dates. Most centres deliver the mandatory units, Unit 1: Understand and Promote Animal Health, Unit 4: Plan and Monitor Animal Feeding , Unit 6: Undertake Stable and Yard Management and Unit 7: Understand the Principles of Animal Biology after which there is variation between centres in the timing and delivery of the remaining mandatory units.

Several units do require the completion of practical work, including mandatory units, Unit 1: Understand and Promote Animal Health, Unit 2: Undertake and Review Work Related Experience in the Land-based Industries, Unit 3: Select, Fit and Evaluate Horse

Tack and Equipment, Unit 4: Plan and Monitor Animal Feeding, Unit 5: Prepare Horses for Presentation and Unit 6: Undertake Stable and Yard Management. Space in the timetable can be created by bringing forward content from potential second year units which do not require practical work. For example, Unit 8: Understand Animal Anatomy and Physiology does not require practical work and could be delivered remotely during the Spring of 2020.

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

Agriculture

There are no externally assessed units in this qualification and so no need to prepare learners for assessment on specific dates. Most centres deliver the mandatory units, Unit 4: Undertake an Investigative Project in the Land-based Sector, Unit 5: Undertake and Review Work Related Experience in the Land-based Industries and 6: Business Management in the Land-based Sector after which there is variation between centres in the timing and delivery of the remaining mandatory Group A and Group B units.

Several units do require the completion of practical work, which could include optional units such as Unit 8: Undertake Estate Skills, Unit 9: Manage Agricultural Environments, Unit 12: Undertake Agricultural Livestock Production and Unit 13: Undertake Agricultural Crop Production .

Space in the timetable can be created by bringing forward content from potential second year units which do not require practical work. For example, Unit 2 Understand the Principles of Plant Science and Unit 3 Understand the Principles of Soil Science do not require practical work and could be delivered remotely during the Spring of 2020.

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

Horticulture

There are no externally assessed units in this qualification and so no need to prepare learners for assessment on specific dates. Most centres deliver the mandatory units, Unit 3: Understand the Principles of Plant Science, Unit 4: Understand the Principles of Soil Science Unit 5: Undertake and Review Work Experience in the Land-based Industries after which there is variation between centres in the timing and delivery of the remaining mandatory units, Unit 1 Undertake an Investigative Project in the Land-based Sector, Unit 2: Business Management in the Land-based Sector and optional units.

Several units do require the completion of practical work, which could include optional units such as Unit 9: Establish and Manage Exterior Plant Displays, Unit 10: Establish and Manage Interior Plant Displays, Unit 30: Undertake Horticultural Production Techniques – Outdoors and Unit 31: Undertake Horticultural Production Techniques – Protected.

Space in the timetable can be created by bringing forward content from potential second year units which do not require practical work. For example, Unit 3: Understand the Principles of Plant Science, Unit 4: Understand the Principles of Soil Science do not require practical work and could be delivered remotely during the Spring of 2020.

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

Countryside Management

There are no externally assessed units in this qualification and so no need to prepare learners for assessment on specific dates. Most centres deliver the mandatory units, Unit 2: Understanding the Principles of Wildlife Populations, Ecology and Conservation, Unit 3 Undertake Estate Skills and Unit 4: Undertake and Review Work Experience in the Land-based Industries after which there is variation between centres in the timing and delivery of the remaining mandatory units, Unit 1: Undertake an Investigative

Project in the Land-based Sector, Unit 4: Undertake and Review Work Related Experience in the Land-based Industries and optional units.

Several units do require the completion of practical work, which could include optional units such as Unit 17: Undertake Grassland Habitat Management, Unit 33: Undertake Gamebird Production and Unit 41: Understand and Carry Out Tree Planting, Aftercare and Protection.

Space in the timetable can be created by bringing forward content from potential second year units which do not require practical work. For example, Unit 3: Understand the Principles of Plant Science, Unit 4: Understand the Principles of Soil Science and Unit 6: Business Management in the Land-based Sector do not require practical work and could be delivered remotely during the Spring of 2020.

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

Forestry and Arboriculture

There are no externally assessed units in this qualification and so no need to prepare learners for assessment on specific dates. Most centres deliver the mandatory units, Unit 1: Understand the Principles of Plant Science, Unit 2: Understand the Principles of Soil Science, Unit 3: Undertake an Investigative Project in the Land-based Sector and Unit 4: Undertake and Review Work-Related Experience in the Land-based Industries after which there is variation between centres in the timing and delivery of the remaining mandatory Group A and Group B units.

Several units do require the completion of practical work, which could include the mandatory and optional units such as Unit 5: Understand and Carry Out Identification, Planting and Care of Trees, Unit 6: Understand and Carry Out Tree Planting, Aftercare and Protection and Unit 7: Undertaking Land-based Machinery Operations.

Space in the timetable can be created by bringing forward content from potential second year units which do not require practical work. For example, Unit 10: Business Management in the Land-based Sector and Unit 14: Understanding

Woodland Management do not require practical work and could be delivered remotely during the Spring of 2020.

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

Floristry

There are no externally assessed units in this qualification and so no need to prepare learners for assessment on specific dates. Most centres deliver the mandatory units, Unit 1: Principles of Flower and Foliage Material Conditioning and Use, Unit 2 Practical Conditioning and Use of Flower and Foliage Materials, Unit 3: Understanding Floristry Design and Unit 4: Undertaking Floristry Design after which there is variation between centres in the timing and delivery of the remaining mandatory units, Unit 5: Flowering and Foliage Plants (Structures and Processes), Unit 6:Undertaking Floristry Display Techniques, Unit 7: Issues and Legislation in Floristry and 8: Undertake and Review Work Related Experience in the Land-based Industries.

Several units do require the completion of practical work, which could include optional units such as Unit 9: Plan, Assemble and Evaluate Diverse Floral Wedding Designs, Unit 11: Assemble and Evaluate Diverse Floral Designs and Unit 13: Plan, Assemble and Evaluate Diverse Tied Floristry.

Space in the timetable can be created by bringing forward content from potential second year units which do not require practical work. For example, Unit 16: Understanding Historical Floristry Designs, Unit 17: Undertake Retail Merchandising for the Land-based Sector and Unit 18 Business Management in the Land-based Sector do not require practical work and could be delivered remotely during the Spring of 2020.

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

Blacksmithing and Metal Working

There are no externally assessed units in this qualification and so no need to prepare learners for assessment on specific dates. Most centres deliver the mandatory units, Unit 1: Undertake Workshop Practice for Blacksmithing and Metalworking, Unit 2: Understanding and Using Forging Techniques for Blacksmithing and Metalworking, Unit 3: Undertake Drawing Practice for Blacksmithing and Metalworking and Unit 5: Undertake Introductory Welding for Blacksmithing and Metalworking after which there is variation between centres in the timing and delivery of the remaining mandatory units, Unit 4: Business Management in the Land-based Sector and Unit 6: Undertake and Review Work Related Experience in the Land-based Industries.

Several units do require the completion of practical work, which could include optional units such as Unit 7: Undertake Forge Practice for Blacksmithing and Metalworking, Unit: 8 Undertake Blacksmithing Processes and Unit 24: Undertake Small Scale Design for Blacksmithing and Metalworking.

Space in the timetable can be created by bringing forward content from potential second year units which do not require practical work. For example, Unit 20: Understanding Principles and Methods of Design for Blacksmithing and Metalworking and Unit 18: Understanding the History and Development of the Blacksmithing Industry do not require practical work and could be delivered remotely during the Spring of 2020.

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

Land-based Technology

There are no externally assessed units in this qualification and so no need to prepare learners for assessment on specific dates. Most centres deliver the mandatory units, Unit 1: Understanding Health, Safety and Welfare in the Land-based Engineering Workplace, Unit 2: Understanding and Working with Land-based Vehicle Engine Technology, Unit 4 Land-based Engineering Operations – Service and Repair Engines and Components, Unit 7: Understanding Land-based Vehicle Chassis Systems and Unit 8: Undertaking Land-based Workshop Practice after which there is variation between centres in the timing and delivery of the remaining mandatory units, Unit 3: Undertake and Review Work Related Experience in the Land-based Industries, Unit 5 :Service and Repair Hydraulic Systems and Components on Land- based Equipment and Unit 6: Inspect and Test Land-based Machinery and Equipment.

Several units do require the completion of practical work, which could include optional units such as Unit 10: Maintain Electronic Control and Monitoring Systems on Land-based Equipment, Unit 11: Land-based Engineering Operations – Perform Thermal Joining Processes and Unit 12: Service and Repair Suspension Systems on Land-based Equipment.

Space in the timetable can be created by bringing forward content from potential second year units which do not require practical work. For example, Unit 19: Mathematics for Engineering Technicians, Unit 20: Applications of Science in Land-based Engineering and Unit 44: Land-based Engineering Operations – Use Calculations do not require practical work and could be delivered remotely during the Spring of 2020.

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

Environmental Sustainability

There are no externally assessed units in this qualification and so no need to prepare learners for assessment on specific dates. Most centres deliver the mandatory units, Unit 1: Understand the Principles of Sustainable Development, Unit 2: Sustainable

Communities, Unit 3: Science for Environmental Technicians and Unit 4: Energy Management after which there is variation between centres in the timing and delivery of the remaining mandatory units, Unit 5: Informatics for Environmental and Sustainability Industries, Unit 6: The Business Environment, Unit 7: Understanding the Principles of Wildlife Populations, Ecology and Conservation and Unit 8: Understanding Principles of Physical and Biological Environmental Processes

Several units do require the completion of practical work, which could include optional units such as Unit 14: Waste Management , Unit 16: Understanding Water Quality and Unit 18: Practical Chemical Analysis .

Space in the timetable can be created by bringing forward content from potential second year units which do not require practical work. For example, Unit 21: Sustainable Facilities Management and Unit 26: Sustainable Transport do not require practical work and could be delivered remotely during the Spring of 2020.

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

BTEC Nationals (RQF)

Animal Management

Learners on the first year of a two-year RQF Level 3 BTEC programme in Animal Management will not have been able to take the examination for Unit 3 :Animal Welfare and Ethics and Unit 2: Animal Biology, unless they took it in the January series. These are important units containing material which underpins all the other units in the qualification. Unit 3 is also the synoptic unit. It will be important to ensure that the learners are conversant with the unit content even though this unit may not have to be formally assessed. For example, success in Unit 4: Practical Animal Husbandry Unit 5: Animal Behaviour, Unit 6: Animal Health and Diseases and Unit 7: Work Experience in the Animal Sector will require knowledge and understanding from Unit 3.

Several units do require the completion of practical work, including mandatory Unit 4: Practical Animal Husbandry Unit 5: Animal Behaviour, Unit 6: Animal Health and Diseases. Space in the timetable can be created by bringing forward content from potential second year units which do not require practical work. For example, Unit 1: Animal Breeding and Genetics and Unit 7: Investigative Research Project do not require practical work and could be delivered remotely during the Spring of 2020.

Teachers are no doubt developing structured packages for the delivery of unit content.   As with the RQF version, there would be value in using the activities also to develop the learners' understanding of the requirements of the Command Verbs in the assessment criteria. Please continue to refer to the support materials we have such as AAB's, Delivery Guides etc.

Equine Management

Learners on the first year of a two-year RQF Level 3 BTEC programme in Equine Management will not have been able to take the examination for Unit 1: Equine Structure, Form and Function and Unit 2: Equine Diet and Nutrition, unless they took it in the January series. These are important units containing material which underpins all the other units in the qualification. It will be important to ensure that the learners are conversant with the unit content even though this unit may not have to be formally assessed. For example, success in Unit 6: Equine Health and Husbandry will require knowledge and understanding from Unit 1.

Several units do require the completion of practical work, including mandatory Unit 5: Horse Tack, Equipment and Rugs, Unit 6: Equine Health and Husbandry, Unit 7: Preparation and Presentation for Competition Disciplines and Unit 8: Equine Behaviour.

Unit 6 is also the synoptic unit for the Extended Certificate and the Foundation Diploma.

Units 9 and 10 are synoptic for the Yard Management pathway and Units 11 and 12 are synoptic for the Equitation pathway.

Space in the timetable can be created by bringing forward content from potential second year units which do not require practical work. For example, Unit 3: Managing

Equine Diseases and Unit 9: Managing an Equine Yard do not require practical work and could be delivered remotely during the Spring of 2020.

Teachers are no doubt developing structured packages for the delivery of unit content.   As with the RQF version, there would be value in using the activities also to develop the learners' understanding of the requirements of the Command Verbs in the assessment criteria. Please continue to refer to the support materials we have such as AAB's, Delivery Guides etc.

Agriculture

Learners on the first year of a two-year RQF Level 3 BTEC programme in Agriculture will not have been able to take the examination for Unit 1: Professional Working Responsibilities and Unit 2 :Plant and Soil Science , unless they took it in the January series. These are important units containing material which underpins all the other units in the qualification. It will be important to ensure that the learners are conversant with the unit content even though this unit may not have to be formally assessed. For example, success in Unit 4: Work Experience in the Land-based Industry and Unit 5: Estate Skills will require knowledge and understanding from Unit 1.

Several units do require the completion of practical work, including mandatory Unit 5: Estate Skills, Unit 8: Land-based Machinery Operations, Unit 9: Managing Environmental Activities in Agriculture and Unit 13: Managing Activities in Agriculture.

 Space in the timetable can be created by bringing forward content from potential second year units which do not require practical work. For example, Unit 3: Contemporary Issues in the Land-based Sectors and Unit 25: Agricultural Business Improvements do not require practical work and could be delivered remotely during the Spring of 2020.

Teachers are no doubt developing structured packages for the delivery of unit content.   As with the RQF version, there would be value in using the activities also to develop the learners' understanding of the requirements of the Command Verbs in the assessment criteria. Please continue to refer to the support materials we have such as AAB's, Delivery Guides etc.

Countryside Management

Learners on the first year of a two-year RQF Level 3 BTEC programme in Countryside Management will not have been able to take the examination for Unit 1: Professional Working Responsibilities and Unit 2: Plant and Soil Science, unless they took it in the January series. These are important units containing material which underpins all the other units in the qualification. It will be important to ensure that the learners are conversant with the unit content even though this unit may not have to be formally assessed. For example, success in Unit 4: Work Experience in the Land-based Industry and Unit 5: Countryside Estate Skills Activities will require knowledge and understanding from Unit 1.

Several units do require the completion of practical work, including mandatory Unit 5: Countryside Estate Skills Activities, Unit 6: Managing Environmental Habitats, Unit 7 Woodland Management, Unit 11: Wildlife Ecology and and Conservation, Unit 14: Countryside Recreation and Unit 26: Managing Countryside Visitor Attractions.

Space in the timetable can be created by bringing forward content from potential second year units which do not require practical work. For example, Unit 3: Contemporary Issues in the Land-based Sectors Improvements do not require practical work and could be delivered remotely during the Spring of 2020.

Teachers are no doubt developing structured packages for the delivery of unit content.   As with the RQF version, there would be value in using the activities also to develop the learners' understanding of the requirements of the Command Verbs in the assessment criteria. Please continue to refer to the support materials we have such as AAB's, Delivery Guides etc.

Horticulture

Learners on the first year of a two-year RQF Level 3 BTEC programme in Horticulture will not have been able to take the examination for Unit 1: Professional Working Responsibilities and Unit 2: Plant and Soil Science, unless they took it in the January series. These are important units containing material which underpins all the other units in the qualification. It will be important to ensure that the learners are conversant with the unit content even though this unit may not have to be formally assessed. For example, success in Unit 4: Work Experience in the Land-based Industry and Unit 16:

Participating in Horticultural Tasks and Events will require knowledge and understanding from Unit 1.

Several units do require the completion of practical work, including mandatory Unit 6: Identification, Planting and Care of Plants, Unit 7: Routine Plant Management, Unit 8 :Plant Propagation Activities, Unit 9 :Tree and Shrub Pruning and Maintenance, Unit 16: Participate in Horticultural Task and Events and Unit 17: Resource and Operations Planning for Event-based Horticultural Activities.

 Space in the timetable can be created by bringing forward content from potential second year units which do not require practical work. For example, Unit 3: Contemporary Issues in the Land-based Sectors do not require practical work and could be delivered remotely during the Spring of 2020.

Teachers are no doubt developing structured packages for the delivery of unit content.   As with the RQF version, there would be value in using the activities also to develop the learners' understanding of the requirements of the Command Verbs in the assessment criteria. Please continue to refer to the support materials we have such as AAB's, Delivery Guides etc.

Forestry and Arboriculture

Learners on the first year of a two-year RQF Level 3 BTEC programme in Forestry and Arboriculture will not have been able to take the examination for Unit 1: Professional Working Responsibilities and Unit 2: Plant and Soil Science , unless they took it in the January series. These are important units containing material which underpins all the other units in the qualification. It will be important to ensure that the learners are conversant with the unit content even though this unit may not have to be formally assessed. For example, success in Unit 4: Work Experience in the Land-based Industry and Unit 5: Estate Skills will require knowledge and understanding from Unit 1.

Arboriculture Pathway

Several units do require the completion of practical work, including mandatory Unit 6: Identification Planting and Care of Trees, Unit 7: Tree and Shrub Pruning and Maintenance, Unit 8: Tree Pests and Diseases, Unit 9: Tree Felling Activities, Unit 10: Forestry and Arboricultural Machinery Operations, Unit 11: Aerial Arboriculture Skills and 13: Trees in Urban Environments.

Space in the timetable can be created by bringing forward content from potential second year units which do not require practical work. For example, Unit 3: Contemporary Issues in the Land-based Sectors do not require practical work and could be delivered remotely during the Spring of 2020.

Forestry Pathway

Several units do require the completion of practical work, including mandatory Unit 6 :Identification Planting and Care of Trees, Unit 7: Tree and Shrub Pruning and Maintenance, Unit 8 Tree Pests and Diseases, Unit 9: Tree Felling Activities, Unit 10: Forestry and Arboricultural Machinery Operations, Unit 14: Timber Conversion and Utilisation and Unit 16: Forestry and Silviculture.

Space in the timetable can be created by bringing forward content from potential second year units which do not require practical work. For example, Unit 3: Contemporary Issues in the Land-based Sectors do not require practical work and could be delivered remotely during the Spring of 2020.

Teachers are no doubt developing structured packages for the delivery of unit content. As with the RQF version, there would be value in using the activities also to develop the learners' understanding of the requirements of the Command Verbs in the assessment criteria. Please continue to refer to the support materials we have such as AAB's, Delivery Guides etc.

First Award Animal Care

Learners undertaking the BTEC Level 1/Level 2 First Award in Animal Care may not have been able to take the examination for **Unit 1**: **Animal Health**. This is an important unit, containing material which underpins all the other units in the

qualification. It will be important to ensure that the learners are conversant with the unit content even though this unit may not have to be formally assessed. For example, success in Unit 2: Animal Handling, Unit 3: Animal Welfare Unit 4: Animal Housing and Accommodation and Unit 5: Principles of Animal Behaviour will require knowledge and understanding from Unit 1.

Most of these units do require the completion of practical work, including mandatory Units 1 and 2. Space in the timetable can be created by bringing forward more theoretical content of the optional units that will not require practical work.

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.

Alternative Remote Learning Approaches

Assessment Technique	Indicative Alternative Assessment
Case study (physical submission)	Case study (online submission or electronic submission by email)
Discussion forum (in class, verbal)	Virtual meetings (Google classroom, 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)
Independent research report (physical copy)	Independent research report (online submission or electronic submission by email)
Question and Answer Session	(Google classroom, Microsoft Teams, Zoom, Skype or equivalent platforms)
Peer review (written, in class)	Peer review report or recording (online submission or electronic submission by email)
Presentation (face-to-face, in class)	Presentation (live via Google classroom, Microsoft Teams, Zoom,Skype or equivalent platforms Presentation (recorded online submission or electronic submission by email)

Self-reflection	Self-reflection verbal or written (online submission or electronic submission by email)
Simulated activity (in class demonstration)	Individual report (online submission or electronic submission by email)
Team formative assessment activities (verbal, in class)	Team assessment (live via Google classroom, 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/ blog/ vlog (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 off-campus visits, interviews, focus groups, observations, etc. would be conducted in a face-to-face environment. Alternative methods to conduct primary research could include:

- Utilising virtual tours and site visits
- Arranging a phone conversation for direct interviews
- Utilising video conferencing software to host focus groups, observations and 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 a 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
  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 work experience

At the current time it is understandably learners on placement completing the industry experience hours who are the most likely to have to stop and we are aware this

situation is changing on an almost hourly basis. For BTEC Nationals hopefully placements are spread over two years and so learners will either have a significant amount of hours already completed from the first year or will have the opportunity to attend placements regularly in their second year.

We will look to waiving the full hourly requirement for learners who have a live registration this year and will take this as a special consideration. We will ensure that learners are not disadvantaged due to this unprecedented situation.

The advice would be to log on the placement attendance record the days the learner could not attend placement so we have an auditable trail. We know some centres have learners who are in their workplace and so are continuing to go but tutors can't visit so we will take a similar approach here too.

Centres are encouraged to continue to engage with employers, for example in case studies or seminar sessions, which can be delivered effectively online, where you are still in contact with employers.