

Teaching and learning support during Coronavirus (COVID-19)



Illustration by Lucy Vigrass

Sport

Guidance for BTEC Nationals in Sport and
Sport and Exercise Science, Tech Awards,
Technicals and Firsts in Sport



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:

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Qualifications in Sport and Sport and Exercise Science that fall into the Calculated Result Category

Qual. No.	Qualification title
Level 1/2 First Award	
600/4779/3	Pearson BTEC Level 1/Level 2 First Award in Sport
600/6819/X	Pearson BTEC Level 1/Level 2 First Certificate in Sport
600/6820/6	Pearson BTEC Level 1/Level 2 First Extended Certificate in Sport
601/0232/9	Pearson BTEC Level 1/Level 2 First Diploma in Sport
Level 1/2 Tech Award	
603/0473/X	The Pearson BTEC Level 1/Level 2 Tech Award in Sport, Activity and Fitness
Level 2 Technical	
603/0479/0	Pearson BTEC Level 2 Technical Diploma for Sport and Activity Leaders
QCF National Sport	
500/6753/9	Pearson BTEC Level 3 Certificate in Sport
500/6751/5	Pearson BTEC Level 3 Subsidiary Diploma in Sport
600/3931/0	Pearson BTEC Level 3 90-credit Diploma in Sport
500/6755/2	Pearson BTEC Level 3 Diploma in Sport
500/6764/3	Pearson BTEC Level 3 Extended Diploma in Sport
QCF National Sport and Exercise Sciences	
500/6679/1	Pearson BTEC Level 3 Certificate in Sport and Exercise Sciences
500/6765/5	Pearson BTEC Level 3 Subsidiary Diploma in Sport and Exercise Sciences
600/3930/9	Pearson BTEC Level 3 90-credit Diploma in Sport and Exercise Sciences
500/6766/7	Pearson BTEC Level 3 Diploma in Sport and Exercise Sciences
500/6801/5	Pearson BTEC Level 3 Extended Diploma in Sport and Exercise Sciences
RQF Sport	
603/0458/3	Pearson BTEC Level 3 National Certificate in Sport
601/7218/6	Pearson BTEC Level 3 National Extended Certificate in Sport
601/7220/4	Pearson BTEC Level 3 National Foundation Diploma in Sport
603/0460/1	Pearson BTEC Level 3 National Diploma in Sport
603/0459/5	Pearson BTEC Level 3 National Diploma in Fitness Services
603/0459/5	Pearson BTEC Level 3 National Extended Diploma in Sport



RQF Sport and Exercise Science	
603/0444/3	Pearson BTEC Level 3 National Extended Certificate in Sport and Exercise Science
603/0443/1	Pearson BTEC Level 3 National Foundation Diploma in Sport and Exercise Science
601/7421/3	Pearson BTEC Level 3 National Diploma in Sport and Exercise Science
601/7422/5	Pearson BTEC Level 3 National Extended Diploma in Sport and Exercise Science



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:

- **Workplace Behaviours** – soft skills training and development covering areas such as Resilience, Professionalism, Decision-making, Adaptability, Self-Management and Work Ethics.
- **BTEC Sport +** - developed in partnership with Max Whitlock to support the teaching and learning on BTEC Nationals in Sport (2016).

[>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:

- [RQF Nationals: Sport](#)
- [Tech Award: Sport Activity and Fitness](#)

6. Sector Body Resources and Partnerships

- [BASES](#)
- [Brian Mac](#)
- [British Nutrition Foundation](#)
- [Careers in Sport](#)
- [International olympic committee](#)
- [Open University - Free courses in sport and fitness](#)
- [Sport England](#)
- [The Chartered Institute for the Management of Sport and Physical Activity](#) - [CIMSPA](#)
- [The American College of Sports Medicine](#)
- [Top End Sport](#)
- National Governing Bodies for different sports

Subject Advisor support and guidance

Subject Advisor: Penny Lewis - [contact details](#)

Keep an eye on the [Physical Education and Sport](#) and [community page](#) for the latest news and events to help you with delivering BTECs in Sport and Sport and Exercise Sciences Over the next few weeks, look out for support addressing common FAQs to help you with this period of school closure.

You can sign-up to Subject Advisor updates [here](#).



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.

QCF Sport

Unit 1 Principles of Anatomy and Physiology in sport

This unit is mandatory across all sizes.

This unit provides a lot of underpinning knowledge about the body systems which is then explored further in both mandatory units (e.g. unit 2 The Physiology of Fitness) and optional units (e.g. unit 18 Sports Injuries).

It is therefore important that learners have a good understanding of each of the body systems and what the key terminology and scientific terms mean so this can be built upon in year 2 units.

All activities can be completed safely at home and the tutor could supply anatomy related worksheets and interactivities to assess learners' understanding of the body systems.



Unit 3 - Assessing Risk in Sport

This unit is mandatory across all sizes

The content in this unit is very important to support learners to understand what health and safety is and how they can assess and manage risk in a sporting environment. This sort of content is essential for units such as Unit 5 Sports coaching and development and Unit 7 Fitness Testing for Sport and Exercise. This is so that learners know how they can do their best to ensure the safety of participants when taking part in practical activities on course and then take this knowledge and application of these standards when they are working in industry to help ensure they are able to meet health and safety legal requirements.

Health and safety knowledge based work can be completed safely at home and the tutor could supply sport based scenarios with health and safety concerns that learners have to assess.

In year 2, learners would be encouraged to assess risks and carry out risk assessment prior to participation in some practical sport sessions in order to build and refine the practical aspects of health and safety in sport.

Unit 7 Fitness Testing for Sport and Exercise

This unit is mandatory across all sizes.

This unit provides both knowledge and practical skills to work with clients and administer fitness tests. Knowledge of these tests and the components of fitness they assess provides the underpinning knowledge for units such as 4 Fitness Training and Programming and Unit 14 Exercise, health and Lifestyle. This provides learners with the baseline data for components of fitness from which to build training programmes as well as communication and personal interaction skills to be able to support clients when they are taking part in fitness tests.

Learners could be set some fitness tests to carry out at home such as the 1 minute press up test which does not require any specialised equipment. This provides the learner with knowledge of the test protocol and the component of fitness tested.

Where possible, learners could be asked to work with household members and administer appropriate and non maximal fitness tests with these people ensuring all pre fitness tests are carried out beforehand to ensure there are no contraindications for that person to take part in the fitness test.



QCF Sport and Exercise Science

There are no externally assessed units in this qualification and so no need to prepare learners for external assessment on specific dates.

Unit 1 - Anatomy for Sport and Exercise

This is a mandatory unit across all sizes.

This unit provides the underpinning knowledge about the body systems which is then explored further in both mandatory units (eg unit 2) and optional units (eg unit 15).

It is therefore important that learners have a good understanding of each of the body systems and the technical terminology used in Anatomy as these terms will be used in subsequent units related to their differing responses to participation in sport and exercise.

All activities can be completed safely at home and the tutor could supply anatomy related worksheets and interactivities to assess learners' understanding of the body systems.

Unit 2 Sport and Exercise Physiology

This unit is mandatory in all sizes.

This unit provides the underpinning knowledge and skills for a number of other units such as Unit 21 Applied sport and Exercise Physiology and Unit 8 Fitness Testing and Programming.

This unit builds on unit 1 and explores the body systems' short and long term responses to exercise and includes taking practical physiology related recordings of another person's body's response to exercise. It therefore introduces testing equipment and ways to administer it as well as building skills of communication and an introduction to laboratory testing by working with other people and taking physiological data.



Learners could set work from home to learn how to take their own physiological data measurements such as heart rate and breathing rate before, during and after exercise as well as learn how to take household members physiological data where possible and appropriate.

The teacher could also provide physiological data tables for learners to interpret.

Unit 8 Fitness Testing for Sport and Exercise

This unit is mandatory across all sizes.

This unit provides both knowledge and practical skills to work with clients and administer fitness tests. Knowledge of these tests and the components of fitness they assess provides the underpinning knowledge for units such as 4 Fitness Training and Programming and Unit 14 Exercise, health and Lifestyle. This provides learners with the baseline data for components of fitness from which to build training programmes as well as communication and personal interaction skills to be able to support clients when they are taking part in fitness tests.

Learners could be set some fitness tests to carry out at home such as the 1 minute press up test which does not require any specialised equipment. This provides the learner with knowledge of the test protocol and the component of fitness tested.

Where possible, learners could be asked to work with household members and administer appropriate and non maximal fitness tests with these people ensuring all pre fitness tests are carried out beforehand to ensure there are no contraindications for that person to take part in the fitness test.



BTEC Nationals RQF

RQF Sport

Externally Assessed Units

Learners on the first year of a two-year RQF Level 3 BTEC programme in Sport will not have been able to take the examination for Unit 1 Anatomy and Physiology unless they took it in the January series. This is an important unit, containing material which underpins a number of 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.

The other two externally-assessed units (Unit 19 and 22) are usually taken in the second year of a two-year programme. These do not require the completion of practical work for assessment so they could be delivered remotely. Their delivery could be started this Spring.

In Unit 19 learners generally take some time to develop the skills and understanding which results in a good performance in the external assessment so it would be wise to start work on this now. The learners could read articles to develop an understanding of sports development and its measurement, the role and functions of sports development organisations, and the relationships between commercialisation and the media in wider sports development. This reading can be structured by providing work sheets containing questions and asking the learners to produce summaries. The learners should begin to apply their knowledge of sports development and its measurement, sports development organisations, and the relationship between commercialisation and the media to familiar and unfamiliar contexts. They should then start to analyse and evaluate the impact of sports development proposals in the wider sports development context and be able to develop a sports development proposal.

A common weakness for unit 19 is that learners do not develop the three aims of sports development (inclusivity, participation and progression) and do not apply the wider sports development concepts (e.g antisocial behaviour related crime reduction, health etc. It is essential that this preparation is undertaken robustly and that candidates are well prepared for the assessment, as the level of research included



within the responses limits the score candidates can access. This can be practiced at this time and would have value in several units. The past papers for Unit 19 could also be used this Spring and Autumn but it may be better to reserve these for practice as the learners approach the date of their external assessment.

The distance learning approach being used at the present time is also an opportunity to practice providing evidence that meets the Command Words in assessment criteria and in external assessment. Lead Examiners and Standards Verifiers frequently report that learners have not addressed these requirements in answers to exam questions and in course work. Bringing forward to this Spring material and exercises from units normally delivered in the second year will also provide space in the second year for the development and assessment of practical skills that was not possible at present (for example in Units 20 and 21).

In Unit 22 learners generally take some time to develop the skills and understanding which results in a good performance in the external assessment so it would be wise to start work on this now. The learners could read articles to develop an understanding of different sport and active leisure business operations, investigating trends and internal and external influences. This reading can be structured by providing work sheets containing questions and asking the learners to produce summaries. The learners should begin to analyse and interpret data, and consider potential impact and influence on a sport and active leisure business. They should then start to make informed judgements on how a sport and active leisure business should be developed, diversified or adapted.

A common weakness for unit 22 is the preparation and research development for the paper. It is essential that this preparation is undertaken robustly and that candidates are well prepared for the assessment, as the level of research included within the responses limits the score candidates can access.

The distance learning approach being used at the present time is also an opportunity to practice providing evidence that meets the Command Words in assessment criteria and in external assessment. Lead Examiners frequently report that learners have not addressed these requirements in answers to exam questions and in course work.

Internally Assessed Units

Unit 3 Professional Development in the Sports Industry



This unit is usually taken in the first year of the course and provides learners with the knowledge and skills required for preparing them to work in the sports industry. Learners will need to have had experience of taking part in a skill audit so that they can consider their career action plan. They will also learn about how to prepare for an interview and develop interview related communication skills.

Work can be set for learners to complete remotely for this unit such as completing a skills audit. Youtube videos of interview techniques could be viewed and where possible, learners could take part in an online interview with their tutor so that they do have experience of an interview process. After such feedback could be provided to support and develop interview skills.

Unit 5 Application of Fitness Testing

This unit provides both knowledge and practical skills to work with clients and administer fitness tests. Knowledge of these tests and the components of fitness they assess provides the underpinning knowledge for units such as 4 Fitness Training and Programming and Unit 14 Exercise, health and Lifestyle. This provides learners with the baseline data for components of fitness from which to build training programmes as well as communication and personal interaction skills to be able to support clients when they are taking part in fitness tests.

Learners could be set some fitness tests to carry out at home such as the 1 minute press up test which does not require any specialised equipment. This provides the learner with knowledge of the test protocol and the component of fitness tested.

Where possible, learners could be asked to work with household members and administer appropriate and non maximal fitness tests with these people ensuring all pre fitness tests are carried out beforehand to ensure there are no contraindications for that person to take part in the fitness test.



RQF Sport and Exercise Science

Externally Assessed Units

Unit 2 Functional Anatomy

Learners on the first year of a two-year RQF Level 3 BTEC programme in Sport and Exercise Sciences will not have been able to take the examination for Unit 2 unless they took it in the January series. This is an important unit, containing material which underpins the knowledge required for unit 1. 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.

All activities can be completed safely at home and the tutor could supply anatomy related worksheets and interactivities to assess learners' understanding of the body systems. Learners could also sit mock exams using papers from previous exams. Once marked, tutors can then review where they may need to target remedial support either through remote teaching or once normal teaching resumes to support

Unit 3 Applied Sport and Exercise Psychology

This is also the other externally set unit that is usually taken in the first year of the course. This is a task based external assessment and for many learners will have been the first time they would have taken this type of external assessment. It is important that learners are aware of how to work with task based external assessments and use information in a case study to apply their knowledge and understanding to.

It is encouraged that learners do complete past papers and have this work marked so that both the teacher and learner can review their strengths and areas for development to support their progression into year two of the course.

The distance learning approach being used at the present time is also an opportunity to practice providing evidence that meets the Command Words in assessment criteria and in external assessment. Lead Examiners frequently report that learners have not addressed these requirements in answers to exam questions.



Internally Assessed Units

Unit 4 Field and Laboratory-based Fitness Testing.

This unit provides both knowledge and practical skills to work with clients and administer fitness tests which is important for a number of other units in this qualification. In particular, this unit provides underpinning knowledge for Unit 8 Specialised Fitness Training as it provides learners with the baseline data for components of fitness from which to build training programmes as well as communication and personal interaction skills to be able to support clients when they are taking part in fitness tests. Knowledge gained from this unit also relates to learning about data collection and evaluation skills provide the underpinning knowledge for units such as 5 Research Methods in sport and Exercise Science and Unit 9 Research Project in Sport and Exercise Science.

Learners could be set some fitness tests to carry out at home such as the 1 minute press up test which does not require any specialised equipment. This provides the learner with knowledge of the test protocol and the component of fitness tested. Where possible, learners could be asked to work with household members and administer appropriate and non maximal fitness tests with these people ensuring all pre fitness tests are carried out beforehand to ensure there are no contraindications for that person to take part in the fitness test.

L2 Technical

Learners on the first year of a two-year Level 2 BTEC Technical programme in Sport and Activity Leaders will not have been able to take the examination for Unit 1 and/or 2 unless they took it earlier this academic year. These are both important units, containing material which underpins the other units in the qualification. It will be important to ensure that the learners are conversant with each of the units content even though these units may not have to be formally assessed.



Unit 1

Learners generally take some time to develop the skills and understanding which results in a good performance in the external assessment so it would be wise to start work on this now. The purpose of Unit 1 is for learners to develop the fundamental knowledge and understanding of the role of a sport and activity leader when planning and leading sport and physical activities safely and effectively to different participants and groups. This research can be structured by providing work sheets containing questions and asking the learners to produce summaries. The learners should explore the principles, responsibilities and procedures of a sport and activity leader; be able to analyse and interpret information relating to different leaders and; make connections, use and integrate knowledge of the responsibilities and procedures of a sports and activity leader in different settings.

The distance learning approach being used at the present time is also an opportunity to practice providing evidence that meets the Command Words in assessment criteria and in external assessment. Lead Examiners and Standards Verifiers frequently report that learners have not addressed these requirements in answers to exam questions and in course work. Bringing forward to this Spring material and exercises from units normally delivered in the second year will also provide space in the second year for the development and assessment of practical skills that was not possible at present.

Unit 2

Learners generally take some time to develop the skills and understanding which results in a good performance in the external assessment so it would be wise to start work on this now. The purpose of Unit 2 is for learners to understand how sport and activity leaders are involved in the development and delivery of different activity initiatives. Learners should explore the needs of different sport participants within the existing provision for sport to increase participation and promote inclusion for all. The learners should explore the skills, qualities and attributes of a sports and activity leader for different groups and activities. Research can be structured by providing work sheets containing questions and asking the learners to produce summaries.

The emphasis in this paper is on the learner's application of their knowledge of sports' leadership to a particular group of participants and the scenario within which they are presented. Learners must be able to demonstrate application rather than the ability to recall theory. Learners should apply their knowledge and understanding to the scenario and provide realistic and appropriate responses. It will be important for



learners to have practice in doing this in their preparation for the assessment. Centres should use the sample assessment materials, past papers and the standardised level based mark scheme when preparing learners for this assessment in future.

The distance learning approach being used at the present time is also an opportunity to practice providing evidence that meets the Command Words in assessment criteria and in external assessment. Lead Examiners and Standards Verifiers frequently report that learners have not addressed these requirements in answers to exam questions and in course work. Bringing forward to this Spring material and exercises from units normally delivered in the second year will also provide space in the second year for the development and assessment of practical skills that was not possible at present.

Tech Awards

Learners on the first year of a two-year Level 2 BTEC Tech Award programme in Sport, Activity & Fitness will not have been able to take the examination for Component 2 unless they took it earlier this academic year. This is an important component, containing material which underpins the other 2 components in the qualification. It will be important to ensure that the learners are conversant with the component content even though this unit may not have to be formally assessed.

It is expected that by the time of school closures, most centres will have completed the delivery of unit 1.



Unit 2 Externally Assessed Unit

Learners generally take some time to develop the skills and understanding which results in a good performance in the external assessment so it would be wise to start work on this now. The learners could research to develop an understanding of principles of training to improve fitness, nutrition and psychological influences. This reading can be structured by providing work sheets containing questions and asking the learners to produce summaries. The learners should begin to apply their knowledge of training to improve fitness, nutrition and psychological influences to different sports and activities. They should then start to analyse and evaluate data and information in relation to fitness, nutrition and psychological influences when applying to different sports and activities.

A common weakness for unit 2 is the extended writing questions. Learners are expected to interpret information in a scenario and then analyse and evaluate this information and be able to apply their detailed knowledge to the question. It is essential that this preparation is undertaken robustly and that candidates are well prepared for the assessment. The papers for Unit 2 could also be used this Spring and Autumn but it may be better to reserve these for practice as the learners approach the date of their external assessment.

The distance learning approach being used at the present time is also an opportunity to practice providing evidence that meets the Command Words in assessment criteria and in external assessment. Lead Examiners and Standards Verifiers frequently report that learners have not addressed these requirements in answers to exam questions and in course work. Bringing forward to this Spring material and exercises from units normally delivered in the second year will also provide space in the second year for the development and assessment of practical skills that was not possible at present.

Firsts

Learners on the first year of a two-year Level 2 BTEC First Award programme in Sport will not have been able to take the examination for Unit 1 unless they took it earlier this academic year. 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.



Unit 1 Externally assessed unit

Learners generally take some time to develop the skills and understanding which results in a good performance in the external assessment so it would be wise to start work on this now. The learners could research to develop an understanding of the components of fitness and principles of training. This research can be structured by providing work sheets containing questions and asking the learners to produce summaries. The learners should explore different training methods and investigate fitness testing to determine fitness levels.

The emphasis in the exam paper for unit 1 is on learner's application of their knowledge to a variety of practical sports related situations. The higher marks, particularly in levelled response questions, will always focus on the ability to demonstrate application rather than the ability to recall theory. It will be important for learners to have practice in doing this in their preparation for the assessment. Students must be able to apply their knowledge and understanding to the stimulus and provide realistic and appropriate suggestions. The SAM paper for Unit 1 (marked out of 60) could also be used this Summer and Autumn but it may be better to reserve these for practice as the learners approach the date of their external assessment.

The distance learning approach being used at the present time is also an opportunity to practice providing evidence that meets the Command Words in assessment criteria and in external assessment. Lead Examiners and Standards Verifiers frequently report that learners have not addressed these requirements in answers to exam questions and in course work. Bringing forward to this Spring material and exercises from units normally delivered in the second year will also provide space in the second year for the development and assessment of practical skills that was not possible at present (units 2 and 6).



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 class, 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 class, Microsoft Teams, Zoom, Skype or equivalent platforms)
Peer review (written, in class)	Peer review report (online submission or electronic submission by email)
Presentation (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)
Self-reflection	Self-reflection (online submission or electronic submission by email)
Simulated activity (in class demonstration)	Individual report (online submission or electronic submission by email)
Written task/report (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.



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.