

Entry Level and Level 1

September 2021 to August 2022

Guidance for:
Teaching and Learning



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Introduction

As COVID-19 may continue to impact upon teaching, learning and assessment through the academic year, affecting those learners who are part-way through their qualifications and those who are commencing this academic year, we have produced this guidance to support the effective delivery of BTEC course content. We are committed to ensuring that learners continue to benefit from the breadth of content of BTEC qualifications through adaptations in teaching and learning.

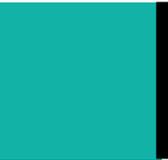
This document is intended to provide you with guidance for how you **might adapt delivery** for the sector's BTEC qualifications in the academic year of 2021-2022.

We will continue to work with our regulators and relevant sector bodies on any possible adaptations or accommodations in line with the relevant policy and regulatory considerations.

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

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

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



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Overview

Adaptations to Assessments in 2021/2022

Please refer to the assessment section on the [2021/2022 Teaching and Assessment page](#), for adaptations to assessments and qualifications for the 2021-2022 Academic Year. Here you will find:

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

Please note that not all qualifications can or will be adapted, and it is important that you refer to the relevant adaptation guidance for 2021-2022.

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

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

Learner eligibility

There are currently no plans to have these adaptations extend to learners who take assessments in 2022/23, regardless of when they are due to certificate.

Adaptations are only available in this academic year, for assessment due to take place between 1 September 2021-31 August 2022.

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Social Distance

The delivery and assessment of some units does not require group work or close proximity between learners. These units can be delivered remotely or with a mixture of remote learning and delivery at the centre assuming social distancing guidelines are observed as appropriate.

Practical elements can be undertaken in a socially distanced manner by having fewer learners in the realistic working environment. Where the assessment guidance for units allows for role play or simulations to be used, social distancing can be applied.

Safety

Practical work will probably require fewer learners in the realistic working environment, which may make the situation safer. Care is needed if an attempt is made to carry out practical work at home. Whilst it is possible for learners to practice some skills at home, health and safety considerations would need to be taken into account. Where recordings are used, safeguarding must be considered, and no recordings of children can be used in the Childcare qualification. Consideration should be given as to where recordings are shared centrally, and that permission is sought to obtain a video recording.

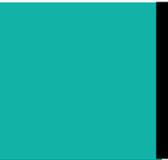
Lost time teaching

Centres must focus on ensuring that the learners have an adequate foundation for the units that will be delivered in 2021-22. If learners complete the programme over two academic years, they will probably have missed some teaching during early to mid 2021 and tutors will need to in-fill as they deliver the programmes during 2021-22. This will require careful planning.

Flexibility of delivery and assessment

There is considerable latitude for the use of diverse delivery models and assessment models. Most assessments can employ written reports, presentations, posters, video or audio recordings and other methods and these can also be used in remote delivery. For practical units the relevant practical skills could be demonstrated by tutors remotely and/or by the use of video recordings.

Visits to industries are valuable but may not be possible at this time and work experience is not required in these programmes.



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

Practical work, demonstrating skills within a sector context, is fundamental to the BTEC Level 1 Introductory qualifications. The development of these skills is essential for these vocational qualifications. As contact time between staff and learners may be limited, centres may find that they should use this time for practical work which is more difficult to be delivered remotely.

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

If your desired sector pathway has limited units that can be delivered remotely, or that you can deliver, but have limited access to specialist equipment required, it may be worthwhile considering registering learners on the Vocational Studies pathway, as some units can be very versatile and be directed to a subject specific programme.

As long as practical work is employed where required, a wide range of delivery and assessment methods can be used in these programmes. The individual sector specifications contain delivery guidance and suggested assessment activities that can be used, many of which can be carried out as remote activities. These are found at the end of each unit content.

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Teaching and learning guidance

Units/ Thematic Guidance	Remote delivery (✓X)	Socially distanced (✓X)	Comments
BTEC Entry Level and Level 1 Introductory			
Core units	✓	✓	<p>Core units feature within our BTEC Entry to Vocational Study (E3) and BTEC Introductory Level 1. The purpose of introducing core units is to reflect the main generic skills needs of learners functioning at this level, i.e. to develop their organisation, teamworking, progression planning and research skills. A guiding principle across these suites is to avoid duplication of content and assessment. A2 should be meaningful, applicable and have purpose.</p> <p>For learners wishing to engage with different sectors, centres may want to consider delivering the Vocational Studies Diploma where several sectors can be addressed in one qualification and the core units are also addressed once.</p>
Applied Science	Partially	✓	<p>Many units require practical activities such as AS7 Investigating Variations in Plants and Animals which requires learners to have access to a microscope and the ability to complete this will depend on the centre's facilities. Practical activities will need to be carried out in line with social distancing and PPE requirements, with attention to cleaning of equipment in between use.</p> <p>YouTube videos can be utilised to demonstrate activities and procedures rather than a live demonstration. There are lots of good examples in the specification under delivery guidance for each unit where there are accessible activities.</p> <p>Presentations can be carried out online and recorded or supported by a transcript.</p> <p>AS9 Practical Actions to Protect the Environment requires teamwork and this can be managed remotely with reflections on own role and contributions.</p>

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Art and Design	Partially	✓	<p>Units on this pathway are usually an individual response to a themed brief and work well for remote and blended learning. Introduction to content, artists research, materials, techniques, properties, themes can all be delivered remotely if required. Learners can be provided with links to approved websites such as those of larger galleries, BBC and some YouTube channels for inspiration and information on specific artists or arts movements. Demonstrations can be recorded or delivered via online programmes.</p> <p>Encourage learners to share their artwork with their peers online if in-class time is restricted to broaden the experience of learning from other responses to a theme.</p> <p>Units that require specific materials can still be delivered. AD7 Presenting an Image Using a Camera, can be completed using the learner's own mobile phone camera. AD11 Creating an Artefact Using Clay can be used with air drying clay without the need for kiln use. AD12 Creating Prints can be delivered using low tech processes. In most cases, inspiring videos and demonstrations can be used to help learners achieve the unit.</p> <p>If guiding learners to work at home, ensure correct health and safety is followed and risk assessments where necessary are carried out. If learners are sharing equipment and need to handle different equipment as in AD7, ensure that equipment is sanitised in between each individual user and social distancing is observed.</p>
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<p>Business</p>	<p>✓</p>	<p>✓</p>	<p>Units on the business pathway are, on the whole, good options for remote delivery and assessment if required. These units introduce learners to some broad sector skills and underpinning knowledge. Role play, interviews, case studies, online events and working from home can all be utilised to access the content and assessment criteria.</p> <p>Good use of recordings, film clips and demonstrations will support the learner.</p> <p>For example, B6 Organising a Meeting, learners could be set an assignment which allows for online video meetings, emails and messaging to show planning of the meeting. The meeting can be held online to replicate many current working practices. Presentation skills to be considered are both oral and written.</p> <p>For unit B7 Branding a Product, learners can present their ideas to the assessor and peers as suitable audience. Remember to record all online activities, including presentations for assessment and standards verification requirements and to ensure authenticity of learner work.</p>
<p>Caring for Children</p>	<p>Partially</p>	<p>✓</p>	<p>Many of the units require planning and then a demonstration of the activity. There are options to complete the units using blended or remote delivery if required. The most important consideration will be, in line with other qualifications in the Childcare sector, not to make and upload recordings that include children.</p> <p>Where a demonstration of a skill is required, learners can utilise role play with their friends or family members. Learners can reflect on how they would carry out or adapt an activity, foresee or predict problems and how to resolve them, considering safety, appropriateness and relevancy to age if a demonstration is not possible.</p> <p>To support a role play, learners can produce a written or recorded reflection. YouTube clips of Early Years professionals can also be used where the recording has been through safeguarding and learners can also reflect on this.</p>

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Construction	Partially	✓	Many of these units are very practically based and use specialist equipment which would not be available for safe use in a domestic setting. Most of the units would have to be delivered and assessed at the centre, so it would be suggested, if required, that groups are split into smaller groups with some working on practical work, and others on the research units which can be worked on remotely.
Digital Media	Partially	✓	Most digital media units could be used in remote assessments, centres should however ensure that learners have the use of appropriate software and computer facilities. DM12 Editing and Sharing a Media Product learners can either edit footage/tracks they have captured themselves or they can be given pre-recorded footage/tracks. The finished edit should be no longer than two minutes and include a minimum of three cuts, three transitions and two effects. DM12 could be completed using learner material produced in DM10 Shooting a Short Film and or DM11 Making an Audio Recording. Most of this can be created successfully using features on mobile phone or tablet.
Hair and Beauty	Partially	✓	Many of these units require access to another person or salon environments and materials to carry out treatments. In some cases, role play can be used, as in HB8 Looking After Customers. Social distancing and safe working practice in line with COVID-19 national, industry and local requirements will have to be adhered to. Centres will have to make local decisions as to the use of other learners in the same bubble, plastic makeup /hairstyle heads, or if necessary, a family member at home. Simulations and client case studies could be used and learner can then apply make up, nail and hair treatments onto a model. Whichever is chosen, all health and safety aspects must be adhered to with learners able to capture and produce evidence in recordings, photographs and commentary where appropriate.

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<p>Health and Social Care</p>	<p>Partially</p>	<p>✓</p>	<p>Many of the Health and Social care units offer possibilities for remote delivery if required. Case studies, role play, team working online, YouTube clips and reflections. Learners can consider the needs of specific groups, thinking about adaptations and relevancy as well as predicting problems and suggesting solutions using role play where access to health and social care settings are not possible.</p> <p>HSC12 Visiting a Health or Social Care Setting: Centres could consider an alternative unit for delivery this year.</p>
<p>Hospitality and Tourism</p>	<p>Partially</p>	<p>✓</p>	<p>Some of the units in this pathway could work very well for remote or blended learning. Research units can be as online presentations and there are many YouTube and tourist industry video clips, virtual tours are available to use as reference materials. Suitable role play, learners in a class bubble working at safe social distance and using correct PPE and simulations can be utilised where learners can discuss remotely or in class, problems and improvements to a planned experience or online event.</p> <p>HT10 Delivering Customer Service in Hospitality and Tourism is a research led unit with the presentation of the results of the research as documents, and not necessarily to a live audience.</p> <p>HT12 Promoting Hospitality and Tourism Events offers good opportunities for learners to be creative and imaginative as well as using documents and posters to promote an event if online is not available.</p> <p>HT13 Working in Housekeeping: If the centre has specific facilities then this can be completed at the centre rather than in a hospitality venue. If the centre does not have facilities, then an alternative unit could be considered.</p>

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Land Based Studies	Partially	✓	<p>Many of the land based units require access to specialist equipment or animals and so should be assessed at centres- there are some however which may be suitable for remote assessment. Individual centres will be able to access their own resources and adhere to social distancing and use PPE. Learners can also work with pets and plants in their home environment.</p> <p>Case studies can also be provided and learners can reflect on appropriate actions required and how they may respond to a given situation. Where centres cannot deliver sufficient units for a Diploma, it is suggested that Vocational Studies is considered that would utilise units from this and other sectors to build a suitable qualification.</p>
Performing Arts	Partially	✓	<p>Performing Arts units are very versatile and can be made to suit social distancing and remote working. As well as more traditional stage delivered performances, these units can be delivered in a classroom at desks, or even over a digital format where the learners interact via online platforms.</p>
Public Services	Partially	✓	<p>Public service units are very team and personnel based. Whilst it may not be possible to carry out primary research there are many alternatives that are valid as an introductory qualification to support the learner. Case studies and simulations, YouTube clips, emergency services and professional public services video material can be utilised and learners can discuss and decide on processes, problems, and solutions to create plans and responses.</p> <p>PS11: Contributing to Your Community may have to be carried out as an online event. Contributing to a community that is local to the learner can be carried out as an individual event and does not have to be part of a larger activity.</p> <p>Unit PS12: Taking Part in Sport and Adventurous Activities may not be able to be delivered and centres will have to consider local restrictions and advice from professional sports organisations to be in line with COVID-19 guidelines. Alternative units could be selected.</p>

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Sport	Partially	✓	<p>Sports units are often considered a team activity and so this may limit if a unit can be assessed remotely. Assessment would usually have to take place at the centre using sports equipment and controlled conditions. Case studies, simulations and role play can be utilised.</p> <p>SP6 Training for Fitness can see a learner delivering a training session online, having been shown Joe Wicks clips and other online sports sessions for example.</p> <p>SP7 Playing Sport could utilise an individual performance, or isolated skills and drills required for a selected sport.</p> <p>SP8 Coaching can be carried out on an activity that does not require equipment that has to be handled and can be from a safe distance.</p> <p>This qualification offers learners opportunities to reflect on how to work remotely in sport as well as with safe social distancing in place. Any essential equipment that is needed should be thoroughly cleaned according to COVID-19 guidelines.</p>
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<p>Transport and Vehicle</p>	<p>Partially</p>	<p>✓</p>	<p>Many of these units are practically based and some units require access to specialist equipment. Where access is restricted, recorded clips could be used to demonstrate skills to learners and they could reflect on what they have seen and what they would do. Correct PPE must be used and made aware of at all times.</p> <p>TV7 Exploring Technology in the Light Vehicle Industry is research based and it is likely that this will have to be secondary research rather than primary where visits to manufacturers will be harder to arrange.</p> <p>For TV8 Providing a Valeting Service, learners may need to work on mock situations or clean the exterior of a car rather than the interior. Pre-recorded clips could be used to demonstrate some skills to learners and they can reflect or respond to what is being shown to them if visits to valet services as a group are not possible.</p> <p>Units such as TV10, Stripping, Replacing and Rebuilding Engine Parts require learners to use tools, machinery and equipment. Planning will be a key part of this unit as will cleaning any shared equipment to ensure safe teaching and learning.</p> <p>TV11 Leasing and Renting Vehicles can be achieved through role play and watching YouTube clips and providing detailed reflections on what needs to be done. Where skills cannot be demonstrated here, a reflection could be utilised based on information or case study provided.</p>
<p>Vocational Studies</p>	<p>✓</p>	<p>✓</p>	<p>Please refer to all advice and guidance detailed above.</p>

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<p>Pearson BTEC Entry Level 3 Entry to Vocational Study</p> <p>Pearson BTEC Entry Level 2 in Pre-vocational Study</p> <p>Pearson BTEC Entry Level 1 in Pre-vocational Study</p>			<p>Centres should primarily refer to current National Guidelines and the range of risk assessments specific and current to their centre as guidance may change though the academic year. At the time of writing, if learners may need access to equipment such as computers, laptops etc and any equipment specific to the unit such as cooking utensils, sports equipment or money then this would need to be cleaned after each individual use. Classrooms should be set so that there is enough space between each learner to maintain required social distancing. Learners should be regularly reminded that if they are taking part in a team event that they must always avoid physical contact. If specific kit is required to be worn for individual units such as cooking or sports, then learners should attend already dressed in this kit to avoid using changing facilities etc.</p> <p>Entry Level 1 and Entry Level 2 in Pre Vocational Study are built upon units with small GLH, as a result teaching time impact can be mitigated by selecting additional or complementary units that lend themselves to alternate methods of teaching input or the delivery of two units in unison.</p> <p>All units are optional and internally assessed and centres can plan their assessment and delivery to suit their own individual circumstances. There is a selection of practically based units that will enable centres to both provide work remotely and enable learners to have access to equipment on site if class sizes are reduced. Many of the units do not require specialist equipment and could be delivered if it is considered that some of the more practical or resource heavy units are not possible due to restrictions. Case studies, role play, simulation and YouTube videos can all be utilised and are acceptable delivery methods where restrictions or limitations are in place.</p> <p>Within the suite there are units that focus on team interactions and the development of skills in working with others. Social distancing does not negate these experiences but adaptation to tasks and activities will be required to enable depths of outcomes to be achieved. For example, teamwork tasks that may previously have been conducted within a classroom activity may need adapting to being online team activities.</p> <p>Entry 3 Vocational Study has two core, mandatory units, Unit 2 Team Challenge can be delivered partially or fully as an online activity if required and can be delivered as a generic or vocational sector context.</p>
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			Communications skills are key to develop here and listening and speaking skills can be developed through a blended learning approach. There are many units to choose from at Entry Level 3 and therefore offer sufficient flexibility for delivery options. These units are graded Pass and Merit, unlike Entry 1 and Entry 2 and opportunity for learners to work to a greater depth and breadth should still be provided by centres when planning units to deliver.
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