



Pearson
BTEC

Health and Social Care

September 2021 to August 2022

Guidance for:
BTEC Nationals, Firsts, Tech
Awards and QCF Level 1



Last updated 1 September 2021

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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: Health and Social Care

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 most units within these programmes does not usually require group work or close proximity between learners. A small number of assessments do require close proximity (e.g. completing physical observations such as pulse or blood pressure). Centres will need to have measures in place to enable these to be carried out safely. Where this is impossible the use of simulations would be acceptable during the present COVID-19 situation for example demonstrating how to take a carotid pulse on a mannequin.

Theory can be delivered by distance methods and in some contexts (e.g. the Open University) this is the normal way or working for theory for this sector.

Safety

Centre specific risk assessments should determine risks and control measures for social distancing. These should also take into account any procedures for cleaning equipment, for example, PPE or equipment used in First Aid. Work placement if available should also be risk

assessed including the latest government guidelines on COVID-19 for health or social care settings.

<https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance>.

Lost time teaching

Many learners will have lost teaching time either in year 1 of a programme or on their previous qualifications. Therefore it is important to take this into account. Some units may have been only partially completed, with Z Grades being claimed, this may lead to learners having gaps in knowledge and skills. Loss of an opportunity to attend work placement could impact on learners' ability to draw on different examples to meet assessment requirements so it would be a good idea to look at possible ways of providing alternatives to both provide employability skills or to provide an understanding of working in a health or social care setting via videos or talks by people who work in the sector.

Centres must focus on ensuring that the learners have an adequate foundation for the units that will be delivered in

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2020-21. Those starting the qualifications as new in September 2021 will also have missed time in their previous education and are likely to have had varied experiences (e.g. those who start BTEC level 3 in FE or sixth form colleges in September 2020)

This will therefore require careful planning as to how units are delivered and where unit delivery can be integrated with other units.

Flexibility of delivery and assessment

The biggest single impact on delivery for BTEC Health and Social Care qualifications will be access to health or social care staff and relevant settings. These may have both contributed to knowledge and skills or formed part of the assessment. In order to support learners particularly on large qualifications, integrating units may be a useful way to reduce assessment time.

It is important to look if there are other ways to adapt your delivery model, delivering more units long and thin, concentrating on teaching and assessing the theory elements of units and then practical elements later in the academic year when assessing practical work may be more

accessible. Well-written scenarios could be used for some practical elements, where it would not be possible to carry out the task in the work placement.

Assessment of units relating to COVID-19.

For some units in Health and Social Care, there may now be different responses due to COVID-19. For infection control and safeguarding, the principles remain the same but learners do not have to refer to the current guidelines in responses. For units which focus on areas such as relationships, communication or care planning there is no requirement for learners to include COVID-19 guidelines in their work. For some units this might make the assessment more difficult. Of course, if learners do refer to this then this should be assessed.

Work Experience

For the larger sizes of BTEC National in Health and Social Care, placements in health or social care settings remain likely to be unavailable. Where this is a mandatory unit (or

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an optional unit and the learner expects to go onto the larger size of the qualification where it is mandatory) this unit will need to be completed. For the academic year 21/22, the hours are recommended, not mandatory and there are still adapted Authorised Assignment Briefs for both the QCF and RQF to follow if you cannot access work placements. There is further information under the unit guidance. Please see the information about unit 6.

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

Centres must ensure that all mandatory units are completed. Due to the possible restrictions of access to workplace settings, adaptations may be required for mandatory work placement units. It is advised that where an optional unit requires work placement or access to service users, these are replaced by other optional units.

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

It is important to be aware that the Authorised Assignment Briefs (AABs) are only one way of assessing the units and the assessment methods can be changed. This may provide different ways of assessing and also support learners with new skills.

Examples of alternative assessment methodologies may include for example: writing blogs, producing training packs for carers which will be used remotely, professional discussion via 'Teams' or 'Zoom', responding to scenario-based case studies. It is important to ensure that there is evidence for the SV to identify where assessment criteria have been awarded so they can check that assessment decisions are accurate.

Where learners are able to attend work placement it could be possible for work placement supervisors, if available, to act as expert witnesses for criteria that require demonstrations.

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Teaching and learning guidance

Unit Title	Remote delivery possible (✓ / X)	Socially distanced possible (✓ / X)	Comments
BTEC Level 1 / Level 2 Firsts in Health and Social Care (2012) NQF			
1: Human Lifespan Development	✓	✓	Externally assessed unit.
9: Healthy Living	✓	✓	Externally assessed unit
2: Health and Social Care Values. Learning Aim A	✓	✓	Care values are an important concept for learners to understand. It may be useful for learners to see videos from television programmes such as 'Ambulance', 'One Born Every Minute' or 24 hours in A&E. Learners can also video themselves or ask someone at home to video themselves demonstrating care values and what they have done well and how they conveyed the care value. It is also important to remember that not all demonstrations of care values require interpersonal interaction and so role-playing procedures such as putting away case notes or adapting an activity or environment for a specific individual can also be used.
2: Health and Social Care Values. Learning Aim B.	✓	✓	Case studies may help learners to understand the impact on individuals if the care values are effective or ineffective. Some of the content for this could also be integrated with content from unit 3 as use of preferred methods of communication are content for both units.

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3: Effective Communication in Health and Social Care: Learning Aims A & B.	✓	✓	If this unit is being delivered remotely learning aim B has examples for all the barriers to communication. Much of the normal face to face practice such as routine consultations have now become remote appointments. This might therefore give learners a concrete example as to potential barriers such as internet speed, access to technology and so could provide an up to date way of looking at effective communication.
3: Effective Communication in Health and Social Care: Learning Aim C	✓	✓	Being aware of effective communication is very important and learners should practice communicating with others when this learning aim is delivered. Communication can either be in class or can be remote using your preferred secure online platform such as Microsoft Teams or Zoom.
4: Social Influences on Health and Wellbeing	✓	✓	This unit could be delivered remotely or via blended learning however as with many health and social care units it is important to be aware that some learners may have experiences of negative relationships on their own health or that of those close to them.
5: Promoting Health and Wellbeing.	✓	✓	Learning Aim A requires learners to understand the purpose, types and benefits of health promotion. Learning Aim B requires learners to research a specific health risk and then complete a health promotion activity. In order to integrate this unit with others the health risk chosen could be one from another unit, such as impact of a poor diet which would support unit 6 or one of the topics from A3 in the content for unit 9. Health promotion activities do not have to be face to face. These could be remote activities using IT or could be a video designed to inform others, for example a video on handwashing technique or using PPE such as masks.
6: The Impact of Nutrition on Health and Wellbeing	✓	✓	This unit can be integrated with delivery for unit 5 and can support delivery for Unit 9 Healthy Living which is an externally assessed unit. Case studies can be used for individuals' dietary plans. There are some free remote activities for food and nutrition on https://www.stem.org.uk/resources .

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7: Equality and Diversity in Health and Social Care	✓	✓	Delivery of this unit can be completed using case studies. Some tactful small group discussion may be required due to current, sensitive issues around diversity, for example racism or disability and the experiences of learners. This unit is suitable for blended learning, provided learners have access to tutors to discuss issues of concern. This unit also relates to Unit 2 as equality and diversity is a crucial part of health and social care values.
8: Individual Rights in Health and Social Care	✓	✓	This unit also relates to Unit 2 Health and Social Care Values. The unit is also extremely relevant as learning aim B includes responsibilities around infection control and PPE. This may however be a sensitive issue for some learners. The advice around this should be current however it is important to be aware of the fact this is changing frequently and to ensure learners know how to find the latest guidance. For assessment purposes this should be taken as correct at the time of the learner producing evidence rather than at the time of assessing the learner's work.
10: Human Body Systems & the Care of Disorders. Learning Aim A	✓	✓	There are free resources on on-line platforms which will support learner understanding. For example, those on https://www.stem.org.uk/resources .
10: Human Body Systems & the Care of Disorders. Learning Aim B	✓	✓	Measurements of pulse, temperature and respiration are required before and after exercise for Criterion 2B.P7. In order to practice these the techniques could be taught by taking their own pulse and respiration rate then trying this at home on relatives. For assessment of criterion 2B.P7 learners could conduct the required measurements on a relative and upload on phone to the centre's on-line platform. The disorder for Learning Aim B could be linked with the health issue for unit 5.
12: Creative and Therapeutic Activities in Health and Social Care	X	✓	This unit is an optional unit and requires learners to complete an activity with either a group or individual. This can be completed either by simulation or in placement. There is guidance on simulation in the assessment guidance. Activities such as group exercise sessions could be completed with social distancing in place. Any planned activities should be risk assessed to ensure guidance for COVID-19 is met.
13: The Health and Social Care Sector 14: The Early Years Sector			These units require access to work placement and many health or social care or early years settings may be unable to accept work placement students. Unless there is a work placement the learner can attend another optional unit should be selected to replace one of these units.

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15: Carrying out a Research Project in Health and Social Care	✓	✓	This unit involves learners understanding different research methods and then competing their own research. This unit can be completed using remote research methods using software such as survey monkey or by interviewing people individually or in a group using online systems such as teams or zoom.
16: Vocational Experience in Health and Social Care	x	x	This unit requires learners to have access to work placement in a health or social care setting. This could include less traditional placements such as care farms or youth work however these should be risk assessed in relation to COVID-19 and many may not want to accept work placement students. Unless there is access to a placement another optional unit should be selected.
18: Child Development and Observation.	✓	✓	This unit can be delivered and assessed remotely. For Learning Aim C observations can be conducted using video clips/DVDs.
19: Skills and Qualities for Working in the Health and Social Care Settings	✓	✓	This unit focuses on the skills and qualities required for those working in health or social care. Learners can use simulated realistic working environments for both delivery and assessment. It is important to consider however with social distancing measures in place whether this would make this unit more difficult since many ways that learners would generally demonstrate skills, particularly around meeting physical needs or personal care, may be more difficult to do with social distancing in place and so may be an harder assessment than intended. All ways that learners may practice or be assessed on skills should be risk assessed.
20: Understanding Disability	✓	✓	This unit is theoretical and does not require any practical work. This can link with Unit 2 Health and Social Care Values.
21: Introduction to Dementia	✓	✓	This unit is theoretical and does not require any practical work. There are videos available on 'Alzheimer's Research UK's 'You Tube UK' channel which may support remote learning.
22: An Introduction to Basic First Aid	x	✓ Learning Aims A & B	Learning aim C requires a practical demonstration of basic first aid skills. If delivering this unit this must be in line with the appropriate guidance https://www.resus.org.uk/sites/default/files/2020-06/FAQP%20-%20Guidance%20to%20first%20aid%20training%20during%20CoVid19.pdf . This should be checked before and during delivery to ensure infection prevention measures are up to date.
23: Food Safety in Health and Social Care	x	✓	This is a unit which is best taught practically although it is possible to teach the content remotely it is harder to ensure that the skills required for demonstration of food safety have been acquired and learners fully prepared for assessment. Learning Aim B could be demonstrated in the home environment, recorded on a phone and evidence submitted online.

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24: Infection Control in Health and Social Care	✓	✓	This unit is theoretical and so can be taught remotely. The pandemic will mean there is a greater awareness of infection prevention and control for viruses such as COVID-19. In delivering this unit and preparing learners for assessment it will be important to ensure they understand that the assessment must cover bacterial and fungal infections as well as viral ones. The unit assessment requires 2 examples of each type of infection. Learning Aim D requires legislation for infection control and this is likely to change quickly in response to changes in transmission of COVID-19. The advice around this should be current however it is important to be aware of the fact this is changing frequently and to ensure learners know how to find the latest guidance. For assessment purposes this should be taken as correct at the time of the learner producing evidence rather than at the time of assessing the learner's work
25: Using ICT in Health and Social Care	✓	✓	As long as learners have access to IT equipment and relevant software this unit can be delivered remotely. It can also link with unit 15 the research unit as stated in the assessment guidance for this unit.

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Unit Title	Remote delivery possible (✓ / X)	Socially distanced possible (✓ / X)	Comments
BTEC Level 3 Nationals in Health and Social Care (2016) RQF			
1: Human Lifespan Development Unit 2: Working in Health and Social Care	✓	✓	This unit is externally assessed and can be delivered remotely or via blended learning.
2: Working in Health and Social Care	✓	✓	This unit is externally assessed and can be delivered remotely or via blended learning. Learners do however tend to find concrete examples from work placement useful in responding to questions and it is likely they will not have access to placement. The NHS careers YouTube channel has content on different roles in the NHS which may be a useful resource.
3: Anatomy & Physiology for Health and Social Care	✓	✓	This unit is externally assessed and can be delivered remotely or via blended learning. There are a variety of resources available at https://www.rsb.org.uk/education/teaching-resources which may support remote delivery and revision.
4: Enquiries into Current Research in Health and Social Care	x	✓	This unit is externally assessed, and learners should be prepared for the external assessment as in previous years. They will need to have a good understanding of the research methods and applications of these to either health or social care. Whilst we recognise that research methods employed currently will have to reflect current guidance on infection prevention measures for COVID-19 this does not need to be reflected in preparing learners for assessment and would make the assessment harder than intended if they tried to incorporate these into responses. Therefore, the full range of research methods should be delivered.

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5: Meeting individual Care and Support Needs	✓	✓	This unit is theoretical and can be delivered remotely if required. This is a mandatory unit across all sizes of the qualification. There will be a new AAB which has been written in response to feedback from centres about this unit.
6: Work Experience in Health and Social Care	✓ Learning Aims A & B only	✓ Learning Aims A&B only	This unit requires work experience and it is unlikely that most health or social care settings will be accepting learners. Learning Aims A & B are about preparation for work experience. Learning Aim C requires work experience in the health or social care sector and Learning Aim D is a reflective account of the work experience. This is a mandatory unit for the BTEC National Extended Diploma for both the Health and Social Care pathway and the Health Studies pathway. Whilst recognising the value of work experience in the type of health or social care setting that learners wish to work in, we understand that for many there will not be an opportunity to attend a work placement. Therefore a health promotion activity in the community could also be used and an Authorised Assignment Brief has been produced to reflect this along with guidance as to how this should be implemented. This will provide an opportunity for learners to demonstrate employability skills.
7: Principles of Safe Practice in Health and Social Care	✓	✓	This is a theoretical unit and so can be delivered remotely. It is also a mandatory unit for the Foundation Diploma upwards. Care should be taken if delivering Learning Aim B remotely due to the sensitive nature of the topics included and there may be learners with undisclosed experiences which may be remind them of previous traumas which happened either to them or someone close to them. If possible, this would be best delivered face to face.
8: Promoting Public Health	✓	✓	This unit is mandatory in the Diploma and Extended Diploma. Learners need to explore the ways public health guidance is implemented and the way that health promotion can change behaviour. This unit is very relevant at the present time and examples of government intervention in public health will be something this group of learners have direct experience of. It is important when delivering this unit that other areas such as smoking and ways of preventing cancer deaths are not missed out and learners can use these for their assessment. Health promotion campaigns should be relevant to the home country the learners are studying in. For England https://campaignresources.phe.gov.uk/resources/campaigns and for Northern Ireland https://www.publichealth.hscni.net/

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9: Infection Prevention and Control	✓	✓	This unit is optional in the Extended Diploma only. Learning Aims A and C are theoretical and can be taught remotely. There will be plenty of recent material relating to COVID-19 available. Learning Aim B requires a practical demonstration which can be in a simulated situation, so learners do not need to be in work placement. Learners will need to be prepared for assessment for this unit by ensuring they can physically demonstrate the correct procedures for prevention of infection and correct decontamination techniques, and this would be most appropriately delivered face to face.
10: Sociological Perspectives	✓	✓	This unit is optional in all sizes of the qualification from BTEC Extended Certificate upwards. The unit is a theoretical and practical work is not needed in delivery or assessment.
11: Psychological Perspectives	✓	✓	This unit is optional in all sizes of the qualification from BTEC Extended Certificate upwards. The unit is theoretical and practical work is not needed in delivery or assessment.
12: Supporting Individuals with Additional Needs	✓	✓	This unit is optional in all sizes of the qualification from BTEC Extended Certificate upwards. The unit is theoretical and practical work is not needed in delivery or assessment.
13: Scientific Techniques for Health Science	x	✓	<p>Learning Aims B and C will require laboratory work.</p> <p>For Learning Aim B learners will need to practice techniques to enable them to be prepared for assessment which will allow them to:</p> <ul style="list-style-type: none"> Perform an aseptic technique involving accurate measurement of micro-organisms. Perform an experiment involving the correct preparation of standard solutions. Perform food analysis techniques to accurately measure lipid and acid content. Perform a practical investigation to accurately measure the effect of antiseptic/ disinfectant. <p>For Learning Aim C, learners will need to:</p> <ul style="list-style-type: none"> Perform a practical investigation involving the staining of cells and their temporary fixing on a slide. Record observations of a prepared slide of cells seen under two different magnifications of a microscope. <p>In preparation for assessment learners will need to be familiar with laboratory equipment and practice the techniques prior to assessment</p>

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14: Physiological Disorders and their Care	✓	✓	This unit is theoretical and practical work is not needed in delivery or assessment. Case studies on individuals suffering from different physiological disorders can be used both for preparation and assessment. The conditions section of the NHS website will be useful for generating case studies.
15: Microbiology for Health Services	✓	✓	This unit is theoretical and practical work is not needed in delivery or assessment.
16; Policy in Health and social care	✓	✓	This unit is theoretical and practical work is not needed in delivery or assessment.
17: Caring for individuals with Dementia	✓	✓	This unit is theoretical and practical work is not needed in delivery or assessment Case studies can be used for both teaching and preparation for assessment.
18: Assessing Children's Development Support Needs	✓	✓	Learning Aim C requires learners to plan for and observe children to identify their stages of development. Observations both for preparation for assessment and for assessment can be conducted using DVD/video clips.
19: Nutritional Health	✓	✓	This unit is largely theoretical in delivery. Learners will need to compare individuals' diets and produce plans to improve nutrition or assessment. For both preparation for assessment and delivery learners can use people they live with, peers or case studies.
20: Understand Mental Health and Wellbeing	✓	✓	This unit is theoretical and practical work is not needed in delivery or assessment. For both delivery and preparation for assessment and the actual assessment case studies will be suitable.
21: Medical Physics Applications in the Health Sector	✓	✓	This unit is theoretical but it is useful for learners to see scanning activity. It is unlikely that work experience placements will be available and professional health sector workers are less available to talk about their work. DVDs and YouTube clips are available directed towards service users and trainees.

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22: Genetics	✓	✓	This unit is theoretical and practical work is not needed in delivery or assessment.
23: Biomedical Science	✓	✓	This unit is theoretical however whilst learners may not be directly working in such laboratories, they do need to understand how they fit into their role as health workers, so as much experience as possible of health-related laboratory work will be an advantage in this unit if it is possible to simulate this in a lab in school or college.
24: Biochemistry for Health	✓	✓	This unit is theoretical and practical work is not needed in delivery or assessment and no specific resources are required.
23: Complementary Therapies for Health and Social Care	✓	✓	This unit is theoretical and practical work is not needed in delivery or assessment. There is no requirement for learners to complete or have access to complementary therapies.
26: Health Psychology	✓	✓	This unit is theoretical and practical work is not needed in delivery or assessment.

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Component	Remote delivery possible (✓ / X)	Socially distanced possible (✓ / X)	Comments
BTEC Level 1 / 2 Tech Award in Health and Social Care (2017)			
1: Human Lifespan Development	✓	✓	This unit is theoretical and does not require any specific resources or practical applications.
2: Health and Social Care Services and Values	✓	✓	For Component 2 Learning Aim B: Demonstrate care values and review own practice, it is important learners can see and practice application of the care values to prepare them for assessment. Care values are an important concept for learners to understand. It may be useful for learners to see videos from television programmes such as 'Ambulance', 'One Born Every Minute' or 24 hours in A&E. Learners can also video themselves or ask someone at home to video themselves demonstrating care values and what they have done well and how they conveyed the care value. It is also important to remember that not all demonstrations of care values require interpersonal interaction and so role-playing procedures such as putting away case notes or adapting an activity or environment for a specific individual can also be used.
3: Health and Wellbeing	✓	X	This is an external component.

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Unit Title	Remote delivery possible (✓ / X)	Socially distanced possible (✓ / X)	Comments
BTEC Level 3 Nationals in Health and Social Care QCF (2010)			
Unit 6: Personal and Professional Development in Health and Social Care	X	✓	<p>This unit requires work experience and it is unlikely that most health or social care settings will be accepting learners on work placement.</p> <p>This is a mandatory unit for the larger sizes of BTEC National. If learners work in the sector or are able to obtain a work placement then providing there is sufficient time to meet the learning outcomes, learners do not have to complete the full 100 hours. It is important that risk assessments are carried out and learners are clear of their responsibilities in following infection prevention in addition to normal work placement induction. Whilst recognising the value of work experience in the type of health or social care setting that learners wish to work in the sector to allow for this unit to be completed a health promotion activity in the community could be used as a work experience setting. A QCF Authorised Assignment Brief will be produced to reflect this. This will provide an opportunity for learners to demonstrate employability skills and reflect on their own performance.</p>
Unit 44 : Vocational Experience for Health and Social Care			<p>This is an optional unit therefore if placements are not available another unit should be selected.</p>

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Thematic Guidance	Remote delivery (✓ / X)	Socially distanced (✓ / X)	Comments
BTEC QCF Entry and L1 – Health and Social Care			
Knowledge units	✓	✓	Units such as Unit 1 and unit 2 in the QCF 2010 BTEC Entry / Level 1 Award / Certificate and Diploma in Health and Social Care can, if suitable for the learner, be delivered remotely. These can also be delivered in socially distanced settings.
Units requiring interaction with service users in a setting or a simulated work setting involving close contact.	X	X	Units which require learners to participate in role plays or take part in creative or leisure activities will need to be reviewed. Activities such as feeding each other to experience what it is like to be cared for will not allow for social distancing and so should be risk assessed. It is unlikely care settings or children’s settings will want to have visitors at the current time. However, some activities such as exercise classes could be practiced in a socially delivered simulated environment.
Work Placement	X	X	Units such as Unit 4, 11 and 25 in the QCF 2010 BTEC Entry / Level 1 Award / Certificate and Diploma in Health and Social Care, all require work placement. It is unlikely in the current situation that work placements in the caring sector will be available. If placements are available these should be risk assessed for the learner in relation to COVID-19 and the learner should have an induction that includes the requirements for PPE and implementation of government guidance for the sector. https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance Where there is no placement available, as these are optional units, other units should be selected instead.

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Knowledge units	✓	✓	Units such as Unit 1 and Unit 2 in the QCF 2010 BTEC Entry / Level 1 Award / Certificate and Diploma in Health and Social Care can, if suitable for the learner, be delivered remotely. These can also be delivered in socially distanced settings.
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