

IT and Computing

September 2021 to August 2022

Guidance for:
BTEC Nationals, Firsts, Tech
Awards, Level 2 Technicals,
Level 1 Diploma for IT Users
and QCF E3 and L1



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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 these programmes does not usually require group work or close proximity between learners, although learners will frequently work in pairs or groups for some practical work. 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.

Theory can be delivered by distance methods and in some contexts this is the normal way of working.

Software / Hardware & Networking environments for remote learning

If specific software is required, the centre could investigate software licensing so that the learners can be given a copy of the software or access the software online from home. The use of specialist software e.g. Packet Tracer to virtually create and test a network environment may be an alternative to traditional hardware methods.

For the practical units it may be difficult to accommodate physical resources required for the assessment through remote or online learning. A theoretical explanation of the

practical tasks could be presented by the learner. To limit possible plagiarism an assignment brief could be produced to accommodate the theoretical response e.g. theoretical descriptions on how to create a network environment.

Lost time teaching

Centres must focus on ensuring that the learners have an adequate foundation for the units that will be delivered in 2020-21. Learners will probably have missed some teaching due to the pandemic and tutors will need to in-fill as they deliver the programmes during 2021-22. This will require careful planning, particularly on programmes in which the learners were in other settings during 2020-2021 and are likely to have had varied experiences (e.g. those who start BTEC level 3 in FE or sixth form colleges in September 2021).



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Flexibility of delivery and assessment

As contact time between staff and learners may be limited, centres will find that they should use this time for practical work as theory can be delivered remotely. Centres may decide to deliver optional units which do not require practical work to be assessed or where practical work is easier to be done independently by the learners.

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 be used in remote delivery. Visits to industries are valuable but not mandatory and work experience is not required in these programmes.

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Teaching and learning guidance

Unit Title	Remote delivery (✓ X)	Socially distanced (✓ X)	Comments	Main Type of Evidence (knowledge application), (blend), (skills developed over time)
BTEC Firsts ICT (2012) - please see below for the First Award				
Unit 1 The Online World Unit 2 Technology Systems	✓	✓	Externally assessed units - on demand. Teaching and learning can be carried out remotely using a variety of online platforms e.g. Google Classroom, Zoom, Microsoft Teams etc. so there is limited impact. The computer equipment and workspace require cleaning after use. Screens could be used to separate the workstations.	Blended
Units 3, 17, 18, 19	✓	✓	Teaching and learning can be carried out remotely using a variety of online platforms. Excellent for remote learning, evidence could be generated and submitted to the centre online. This unit could also be merged with Unit 13 Website Development, where there are similar criterion. If specific software is required, this may have an impact. The centre could investigate the software licensing so that the learners can access the software from home.	Blended

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<p>Unit 11: Computer Networks</p> <p>Unit 23: Computer Systems Support in Practice</p> <p>Unit 14 Installing and Maintaining Computer Hardware</p> <p>Unit 15 Installing and Maintaining Computer Software</p> <p>Unit 22 Computer Security in Practice</p> <p>Unit 23 Computer Systems Support in Practice</p>	✓	✓	<p>These are internal practical units. Learners might not have the resources to complete the unit assessment requirements at home.</p> <p>A theoretical assignment could be issued to the learner where the learner has to show how the task would be carried out for a specific scenario. This may be more accessible than the physical implementation of the task e.g. install hardware and software.</p>	Blended
<p>Units 10, 12, 13, 16, 21</p>	✓	✓	<p>Excellent for remote learning, evidence could be generated and submitted to the centre online.</p> <p>If specific software is required the centre could investigate software licensing so that the learners can be given a copy of the software or access the software online from home.</p>	Blended
<p>Unit 25 IT Work Experience</p>			<p>Due to COVID-19 Secure environment requirements, this unit may not be viable.</p>	Blended

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BTEC First Award in ICT				
Unit 1 The Online World	✓	✓	<p>Externally assessed units - on demand. Teaching and learning can be carried out remotely using a variety of online platforms e.g. Google Classroom, Zoom, Microsoft Teams etc. so there is limited impact.</p> <p>The computer equipment and workspace require cleaning after use. Screens could be used to separate the workstations.</p>	Blended
Unit 3 A Digital Portfolio	✓	✓	<p>Teaching and learning can be carried out remotely using a variety of online platforms.</p> <p>Excellent for remote learning, evidence could be generated and submitted to the centre online.</p> <p>This unit could also be merged with Unit 13 Website Development, where there are similar criterion.</p> <p>If specific software is required, this may have an impact. The centre could investigate the software licensing so that the learners can access the software from home.</p>	Blended

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Unit 10	✓	✓	<p>If streamlining the assessment for this unit, centres do not need to assess Learning Aims A and B for the current cohort but these MUST be taught. There is no change to Learning Aim C.</p> <p>For LA: D, the following changes may be applied if required for this year (2021/22):</p> <p>Learning Aim D: Review the finished relational database</p> <p>1D.6 Identify how the final database is suitable for the user requirements and purpose.</p> <p>2D.P6 Explain how the final database is suitable for the user requirements and purpose.</p> <p>2D.M5 Review the extent to which the finished database meets the user requirements.</p> <p>2D.D4 Evaluate the quality of the finished database justifying any changes made, making recommendations for further improvements to the database.</p>	Blended
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Unit 13	✓	✓	<p>If streamlining the assessment for this unit, centres do not need to assess Learning Aims A and B for the current cohort but these MUST be taught. There is no change to Learning Aim C.</p> <p>For LA: D, the following changes may be applied if required for this year (2021/22):</p> <p>Learning Aim D: Review the finished website</p> <p>1D.7 Identify how the final website is suitable for the intended purpose.</p> <p>2D.P7 Explain how the final website is suitable for the intended audience and purpose.</p> <p>2D.M6 Review the extent to which the finished website meets the needs of purpose and user requirements considering constraints.</p> <p>2D.D4 Evaluate the quality of the final website and justify any changes made, making recommendations for further improvements.</p>	Blended
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RQF Nationals IT				
Unit 1 Information Technology Systems Unit 2 Creating Systems to Manage Information Unit 11 Cybersecurity and Incident Management Unit 14 IT Service Delivery	✓	✓	Externally assessed units - 2 windows Teaching and learning can be carried out remotely using a variety of online platforms e.g. Google Classroom, Zoom, Microsoft Teams etc. so there is limited impact. Screens could be used to separate the workstations.	Blended
Unit 3 Using Social Media in Business Unit 4 Programming Unit 9 IT Project Management	✓	✓	Excellent for remote learning, evidence could be generated and submitted to the centre online. If specific software is required the centre could investigate software licensing so that the learners can be given a copy of the software or access the software online from home.	Blended
Units 5, 6, 7, 8, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21	✓	✓	Excellent for remote learning, evidence could be generated and submitted to the centre online. If specific software is required the centre could investigate software licensing so that the learners can be given a copy of the software or access the software online from home.	Blended
Unit 20: Enterprise in IT	✓	✓	Due to COVID-19 Secure environment requirements, this unit may not be viable.	

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RQF Nationals Computing				
Unit 1 Principles of Computer Science Unit 2 Fundamentals of Computer Systems Unit 3 Planning and Management of Computing Projects Unit 4 Software Design and Development Project	✓	✓	Externally assessed units - 2 windows Teaching and learning can be carried out remotely using a variety of online platforms e.g. Google Classroom, Zoom, Microsoft Teams etc. so there is limited impact. External tests would have an impact but can be taken in a COVID-19 Secure environment. The computer equipment and workspace require cleaning after use. Screens could be used to separate the workstations.	Blended
Unit 7 IT Systems Security and Encryption Unit 8 Business Applications of Social Media Unit 9 The Impact of Computing	✓	✓	All theoretical units. Excellent for remote learning, evidence could be generated and submitted to the centre online. Teaching and learning can be carried out remotely using a variety of online platforms e.g. Google Classroom, Zoom, Microsoft Teams etc. so there is limited impact.	Blended

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Units 10, 11, 12,13, 14, 15, 16, 17, 18, (software) Unit 19, 20, 21, (hardware & software)	✓	✓	<p>Excellent for remote learning, evidence could be generated and submitted to the centre online.</p> <p>If specific software is required the centre could investigate software licensing so that the learners can be given a copy of the software or access the software online from home.</p> <p>For the hardware assessment requirements, the learners could provide evidence on how they would carry out the installation /setup.</p>	Blended
Units 22/23 (theoretical)	✓	✓	<p>Excellent for remote learning, evidence could be generated and submitted to the centre online.</p>	Blended

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QCF Level 3 IT				
Unit 1 Communication and Employability Skills for IT Unit 2 Computer Systems	✓	✓	All theoretical units. Excellent for remote learning, evidence could be generated and submitted to the centre online. Teaching and learning can be carried out remotely using a variety of online platforms e.g. Google Classroom, Zoom, Microsoft Teams etc. so there is limited impact.	Blended
Unit 3, 4, 7, 10, 11, 12, 18, 19, 21, 23, 26, 33, 34	✓	✓	All theoretical units. Excellent for remote learning, evidence could be generated and submitted to the centre online. Teaching and learning can be carried out remotely using a variety of online platforms e.g. Google Classroom, Zoom, Microsoft Teams etc. so there is limited impact.	Blended
Units 5, 6, 8, 9, 13, 14, 15, 16, 17, 20, 22, 24, 25, 27, 28, 30, 31, 29, 32, 35, 36, 37, 38, 39, 40, 41, 42, 43	✓	✓	Excellent for remote learning, evidence could be generated and submitted to the centre online. If specific software is required the centre could investigate software licensing so that the learners can be given a copy of the software or access the software online from home. For the hardware assessment requirements, the learners could provide evidence on how they would carry out the installation /setup.	Blended

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Tech Award DIT <i>(Please see Tech Award Suite Assessment Adaptation Guidance for further information)</i>				
Unit 1 Exploring User Interface Design Principles and Project Planning Techniques	✓	✓	Excellent for remote learning, evidence could be generated and submitted to the centre online. If specific software is required the centre could investigate software licensing so that the learners can be given a copy of the software or access the software online from home.	Blended
Unit 2 Collecting, Presenting and Interpreting Data				
Unit 3 Effective Digital Working Practices	✓	✓	Externally assessed component - 2 windows Teaching and learning can be carried out remotely using a variety of online platforms e.g. Google Classroom, Zoom, Microsoft Teams etc. so there is limited impact. The computer equipment and workspace require cleaning after use. Screens could be used to separate the workstations.	Blended

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BTEC Level 2 Digital Technology (all pathways)				
Unit 1,2,6,7,8,9,19,11	✓	✓	<p>Excellent for remote learning, evidence could be generated and submitted to the centre online.</p> <p>If specific software is required the centre could investigate software licensing so that the learners can be given a copy of the software or access the software online from home.</p> <p>For the hardware assessment requirements, the learners could provide evidence on how they would carry out the installation/setup.</p>	Blended
Unit 3, 5	✓	✓	<p>Externally assessed units - 2 windows</p> <p>Teaching and learning can be carried out remotely using a variety of online platforms e.g. Google Classroom, Zoom, Microsoft Teams etc. so there is limited impact.</p> <p>External tests would have an impact but can be taken in a COVID-19 Secure environment.</p> <p>The computer equipment and workspace require cleaning after use.</p> <p>Screens could be used to separate the workstations.</p>	

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BTEC Level 1 Diploma for IT Users (ITQ) (QCF)				
All units	✓	✓	Excellent for remote learning, evidence could be generated and submitted to the centre online. If specific software is required the centre could investigate software licensing so that the learners can be given a copy of the software or access the software online from home.	Blended

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Unit and Thematic Guidance	Remote delivery (✓ X)	Socially distanced (✓ X)	Comments
BTEC QCF E3 and L1 in IT			
<p>Software Skills based units</p> <p>107 Using the Internet 108 Using Mobile IT Devices 109 Using Email 110 Personal Information Management Software 111 Using Collaborative Technologies 112 IT Software Fundamentals 113 Audio Software 114 Video Software 115 Bespoke Software 116 Specialist Software 117 Computerised Accounting Software 118 Database Software 119 Data Management Software 120 Design Software 121 Imaging Software 122 Drawing and Planning Software 123 Desktop Publishing Software 124 Multimedia Software 125 Presentation Software 126 Project Management Software 127 Spreadsheet Software 128 Website Software 129 Word Processing Software</p>	✓	✓	<p>A blended learning delivery approach is possible with these units, as they contain a mix of non-practical (theoretical in nature) and practical activities.</p> <p>The majority of the learning and assessment can take place remotely, though they may be software availability issues for some learners and centres would be wise when planning delivery to choose units that they know all learners have remote access to, Units 107 Using the Internet and 109 Using Email would be good examples.</p> <p>For practical activities, learning logs capturing the evidence of the required skills would be a good example of suitable evidence for these types of units.</p>

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<p>IT Knowledge and skills based units such as: 102 IT User Fundamentals 103 Set Up an IT System 104 Optimise IT System Performance 105 IT Security for Users 106 IT Communication Fundamentals</p>	✓	✓	<p>A blended approach of remote and classroom learning is best used with these units. Whilst it is possible for learners to complete learning logs of evidence for these units, learners may benefit from tutor observations for some skills.</p> <p>Learners will also need to set up and optimise IT systems and are likely to need real demonstrations and support in order to gain the necessary skills.</p>
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