



Pearson  
BTEC

# Public/ Protective Services

September 2021 to August 2022

Guidance for:  
BTEC Nationals, Firsts and  
QCF Level 1



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# Public/Protective Services

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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: Public/Protective Services

### 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/Safety**

Equipment - For practical activities, portable or static equipment can be cleaned with antiseptic wipes/sanitiser spray and should be cleaned before and after each use. Social distancing as per Government guidelines should be adhered to with activities outside where possible. The ability to engage professionals in classroom discussion could be compromised, however, this could be mitigated through the use of online resources and video conferencing.

## **Lost time teaching**

Many learners will have lost teaching time due to the pandemic, particularly in programmes where units are delivered long and thin and lead directly into the second year of the programme or are needed for synoptic assessment later in the programme. Centres should focus on ensuring that the learners have an adequate foundation for the units that will be delivered in 2021-22. Some units may have been half finished but not claimed. Where unit content is more class based, lost time teaching may impact the ability to fully teach and for learners to understand the level of content needed prior to assessment. The use of blended learning, online teaching and face to face teaching would mitigate this, however this would be reliant on

provision of suitable access for all learners in order to prevent disadvantage. In terms of skill development, there will be crossover across all units as it is the same skillset that is applied in a variety of contexts. The use of roleplay scenarios will support the delivery across units, allowing centres to take unit content from various units and combine this into scenario based activities, e.g. use of an incident scenario to deliver content.

## **Flexibility of delivery and assessment**

Content and topics should continue to be taught as found in the specification. Centres may wish to revisit schemes of work in light of any adapted timetabling to ensure that the learning of key concepts are supported through face to face teaching wherever possible. The scheduling of unit delivery can be reviewed as necessary in the Assessment Plan for the programme. This is a working document that can flex to reflect the opportunities available and any challenges that may be present within the centre.

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

Outdoor activities continue to remain important in the BTEC qualifications and should, with some social distancing considerations, be possible to continue. The use of smaller groups and adjustments to timetabling may further facilitate these activities. In some circumstances, alternative optional units may need to be considered

Safety/Physical contact in practical work e.g. working with others – some fitness or health monitoring tests may not be able to be carried out due to requirement for proximity of learner to another person.

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

Role play can be used as an opportunity to develop practical skills where criteria from across different units require this. Social distancing and safety guidelines need to be followed. Use of online remote platforms to observe participants taking part in practical activities could be implemented to allow full coverage of practical based criteria. Field based activities and indoor based fitness activities could be carried out outside to meet current guidelines

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## Teaching and learning guidance

Unit/component containing content relating to	Content	Comments
<b>Teamworking activities</b>		
<p>Participation in Teamwork Activities</p> <ul style="list-style-type: none"> <li>• RQF National Uniformed Protective Services Units 4, 5, 10, 11</li> <li>• QCF National Public Services Units 2, 9, 10,11</li> <li>• First Level 1/2 Public Services Units 10, 12, 14</li> <li>• First Prep for Public Services Units 4, 5, 6</li> <li>• BTEC Specialist Level 2 Teamwork and Personal Development in the Community Units 1,11</li> </ul> <p>Reflecting on previous activities undertaken allows learners to identify and develop their skills and performance in future activities</p>	<p>Participation in Teamwork Activities</p>	<p>Social distanced teamwork activities can be facilitated where the team are given problems to solve.</p> <p>Consider how holistic assessment can support teamworking activities in different scenarios Leadership sessions could be physical activity session and/or an appropriate sport delivered to a small group and complying with Government guidelines.</p> <p>Learners can write a written briefing paper to show how they would brief and de brief the team.</p> <p>Evidence of participation in teamwork activities undertaken as part of the course prior to COVID-19, or evidence of participation in teamwork activities outside of the course such as cadets, team sports etc.</p> <p>Reflecting on previous activities undertaken allows learners to identify and develop their skills and performance in future activities</p>

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Physical training activities		
<p>Physical Training Activities</p> <ul style="list-style-type: none"> <li>• RQF National Uniformed Protective Services Units 4, 12</li> <li>• QCF National Public Services Units 5, 6, 30, 31, 32</li> <li>• First Level 1/2 Public Services Units 5, 11</li> <li>• First Prep for Public Services Units 3,5</li> <li>• BTEC Specialist Level 2 Teamwork and Personal Development in the Community Units 4</li> </ul>	<p>Participation in practical team sports, physical training and fitness testing activities.</p> <p>Learners are asked to plan and take part in training programmes either as the trainer or as a participant.</p> <p>Undertaking fitness tests and recording the results.</p>	<p>Students can undertake any individual fitness activity either on the course or outside of the course to identify short term effects</p> <p>Evidence of participation in practical team sports as part of the course when preparing and studying the unit, or from outside the course such as playing for a leisure or sport team as physical training.</p> <p>Social distanced fitness training and testing activities can be facilitated to support delivery and assessment of practical fitness. Fitness tests can be completed outside and following Government guidelines. Follow National Governing Body guidance for all team and individual sports.</p> <p>Students can design an individual personal health programme for themselves under current guidelines for physical activity</p>

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Outdoor and adventurous activities including map work, land navigation and land or water-based activities		
<p>Outdoor and Adventurous Activities</p> <ul style="list-style-type: none"> <li>• RQF National Uniformed Protective Services Units 10,11</li> <li>• QCF National Public Services Units 9, 10, 11, 19, 35</li> <li>• First Level 1/2 Public Services Units 10, 12, 14</li> <li>• First Prep for Public Services Unit 6</li> <li>• BTEC Specialist Level 2 Teamwork and Personal Development in the Community Units 5,6,7</li> </ul>	<p>Participation in practical activities, day and overnight expeditions. Including demonstration of practical skills development</p>	<p>Evidence from or any expeditions undertaken as part of other activities such as the Duke of Edinburgh award scheme or cadets.</p> <p>Use of teacher observation and evidence of working to the level required from recent previous activities should be considered.</p> <p>Challenging practical units such as Expedition Skills, Land Navigation, Outdoor and Adventurous Activities and Skills for Land/Water based activities need to be considered when it is possible to deliver adhering to Government guidelines relating to practical demonstration of skills needed.</p> <p>Follow National Governing Body guidance for all activities and in line with Government guidance.</p> <p>Other optional units could be considered with the rules of combination</p>

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Thematic Guidance	Remote delivery (✓ X)	Socially distanced (✓ X)	Comments
<b>BTEC QCF L1 – Public Services</b> There are 23 units within the QCF E3 and/or L1 Public Services specification. The level and size of the learner’s qualification is stated in the front of the specification showing the number of credits, attached to the respective units, to be completed for each qualification. As a result, not all units have to be completed to enable certification.			
<b>Work related information or preparing for work experience</b> e.g. Units 2, 7, 10, 14, 20, 21, 22, 23	✓	✓	Although learners do not need to have access to the workplace, it would helpful if they could relate the learning to an actual workplace, through role play or past experience i.e. job or work placement. Remote delivery or socially distanced activities may be possible as long as local government/local authority guidelines are adhered to. Websites are a good source of information as are family members and/or friends. Please see the Information for Tutors section for specific unit examples.
<b>Practical activities including Teamwork</b> e.g. Units 4, 9, 11, 18	Partially	✓	Leadership could be a physical activity session and delivered to a small group whilst complying with the Government/Local Authority guidelines. Social distanced teamwork activities can be facilitated where the team are given problems to solve. A learner could assist a member of staff or a peer in running (or part of) teamwork activities. Evidence of participation in teamwork activities undertaken as part of the course prior to COVID-19, or evidence of participation in teamwork activities outside of the course such as cadets, team sports etc. can be used. Reflecting on previous activities undertaken allows learners to identify and develop their skills and performance in future activities.

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<p><b>Health and Fitness/ Physical Training</b> e.g. Units 3 and 6</p>	<p>Partially</p>	<p>✓</p>	<p>Evidence of participation in practical team sports as part of the course when preparing and studying the unit, or from outside the course such as playing for a leisure or sport team as physical training can be used.</p> <p>Social distanced fitness training and testing activities can be facilitated to support delivery and assessment of practical fitness. Fitness tests can be completed outside following Government/Local Authority guidelines.</p> <p>Follow National Governing Body guidance for all team and individual sports. Students can design an individual personal health programme for themselves under current guidelines for physical activity.</p>
<p><b>Outdoor and Adventurous Activities</b> e.g. Units 12 and 17</p>	<p>Partially</p>	<p>✓</p>	<p>Evidence from any expeditions undertaken as part of other activities can be used, such as the Duke of Edinburgh award scheme or cadets. Use of teacher observation and evidence of working to the level required from recent previous activities should be considered.</p> <p>Challenging practical units such as Introduction to Expedition Skills, Map Reading Using Ordnance Survey Maps need to be considered when or if it is possible to deliver adhering to Government/Local Authority guidelines relating to practical demonstration of skills needed. For map reading an orienteering style activity could be set up within the school/college grounds or locally. Examples are included in the unit specification.</p> <p>Follow National Governing Body guidance for all activities and in line with Government guidance. Other optional units could be considered with the rules of combination.</p>