

Workskills, PSD, Personal Growth and Wellbeing

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 the Personal and Workskills qualifications occurs in a variety of environments and incorporates a significant range of experiences across Levels from Entry Level 1 to Level 3. This variety is built upon a widely diverse range of units, many of which are personally reflective and can therefore be effectively delivered and assessed remotely without needing to account for social distance measures. The diversity of opportunity can result in successful outcomes for many learners through planning of qualification units that remain purposeful and engaging to learners but do not require close social interaction.

The flexible approach does require a level of ability that supports independent study or suitable discipline applied to blended and distance learning. The greatest impact upon qualification outcomes will be found with learners operating at Entry 1/Entry 2 that will require support with overcoming learning and physical disabilities that will prevent learning and / or assessment opportunities.

Within the suite there are units that focus on personal and workplace 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 web or remotely based team activities.

Safety

There are few instances where physical safety of learners should be compromised in working in ways that require adaptation due to COVID-19. The impact upon mental health should be considered particularly in units that focus upon personal reflection. Other issues that should be considered is cyber safety particularly when group work or research is required to undertake learning/assessment tasks and centres should consider learners vulnerability if working in this way.

Lost time teaching

The suite is 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. Most qualifications contain very flexible rules of combination which could minimise the impact of reduction in teaching time.

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Flexibility of delivery and assessment

The qualification suite has been built upon a platform of flexible delivery and assessment and centres have always been encouraged to think creatively about these aspects, looking to focus as much as possible on naturally occurring evidence that supports the development of personal and employability skills.

Effective responses can utilise experiences created by adaptations as positive opportunities to develop thematic assessment. Examples may be problem solving work-based situations to adapt to new ways of remote working or considering personal safety in health and well-being units. Assessment is not prescriptive, and aspects of learning can be experienced and then reflected upon which should enable centres to adapt delivery and assessment methods.

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

Due to the very flexible nature of rules of combination and considerable flexibility in delivery and assessment the suite can robustly maintain validity through adaptation.

Although some units may be difficult to deliver e.g. work placement, they are not impossible as adaption to the definition of placement is possible e.g. working for an

employer from home, these units could also be replaced with alternate units. Qualifications that have mandatory units are minimal and these units are often personally reflective e.g. self -assessment, career progression. The new Workskills Level 1 and Level 2 (2021) allow for simulation, role play and scenarios in centres to establish a suitable environment to demonstrate the skills required.

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

As detailed, the qualification design supports a significant range of assessment methods with no requirement for external assessment or for test bookings.

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Teaching and learning guidance

Theme	Remote delivery possible (✓ X)	Socially distanced possible (✓ X)	Comments
Personal Development Units	✓	✓	Personal development units by their very nature do not necessarily require interaction with others and can be delivered in a remote teaching fashion, with large amounts of evidence for assessment being based upon personal reflection. As with all units the level of learners and their ability to work independently will be the largest challenge. Through creative use of video and audio technology this could be negated with learners engaged in discussions that could be recorded to create assessment evidence.
Job Application Units	✓	✓	<p>As with the personal development units the focus is on individual performance and although group work offers opportunity for variety in teaching methods, independent learning is possible and is expected for assessment. Use of collaborative software could be used to support group learning if required.</p> <p>Increasingly job applications and job search activity will be remote, this does limit depth of assessment evidence for some units were a range of job search methods should be discussed and experienced but this should not be considered a barrier if operating under some COVID-19 linked situations; it is the ability to produce a suitable application following a thorough search that should be more important.</p> <p>At higher levels the increasing use of remote technology and paperless methods can create opportunities for real innovation in job search and application e.g. using Social media as a tool for job search and the creation of digital CVs and badging.</p>

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<p>Skills for Interviews</p>	<p>✓</p>	<p>✓</p>	<p>Interview skills are again personally focused skills, feedback however is essential for success in this unit and being able to view best practice techniques a key teaching tool at all levels. This is still possible through direction to specific websites and video clips and the opportunity to undertake mock video based interviews and take part in remote selection activities. Exposure to remote interviews is a key skill that is likely to form part of the recruitment process more commonly .</p> <p>The use of video-based interviews offers a great opportunity to capture actual evidence, but also for learners to review performance back to improve techniques.</p> <p>Much of the preparation for interviews can be adapted to consider aspects such as dress code, but also video backgrounds and room background.</p> <p>Difficult to assess within preparation units is the planning to attend interviews on time and in particular the planning of routes as this will not be required, this should be approached as 'what if' scenarios linked to interviews becoming face to face despite being scheduled remotely.</p>
<p>Workplace Units</p>	<p>Partially</p>	<p>✓</p>	<p>These units will focus upon preparation for work placement or voluntary activity. Some of this activity can effectively be delivered using remote and blended teaching methods, effectively discussing the nature of organisations and the types of activity that may be undertaken. Issues arise when the actual placements need to take place, COVID-19 linked restrictions will greatly diminish the opportunity for this activity to take place in a meaningful way.</p> <p>Creativity may be offered through online work, the 'new normal' remote workplace and commissioned activities but opportunities for workplace observations and sufficient range of activity and importantly social and workplace interaction may limit the quality of the essential reflective activity. Role play, simulations and centre based scenarios can all be established as appropriate scenarios for learners to demonstrate skills such as those applied to land-based, construction, art and design, hospitality etc.</p>

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Workplace Skills	Partially	✓	<p>The development of skills needed for the workplace, must because of their very nature be developed in the workplace. Although the broad category of activities such as communication, problem solving and teamwork may be able to be developed through collaborative role-play online activity, this experience will be greatly limited if developed remotely.</p> <p>Adjusting to social distancing and COVID-19 safe workspaces do offer an opportunity for workplace skills to be developed they will be largely artificial and lack in the depth for this activity to be truly transferable. This will have largest impact on the L1/L2 unit variants, but could also impact on workplace skills that would be developed by individuals operating at the very lowest levels which are often assisted workspaces.</p>
Social Skills	Partially	✓	<p>The development of social skills is core to many of the qualifications in the suite and these are most effectively developed through interactive activities that will be greatly limited by the need to socially distance and will also prevent truly effective remote / distance learning methods unless learners are able to gain this experience within family or wider bubbles, where checks of appropriateness of social skill development may be limited.</p> <p>These units will have good practice examples from centres where they are able to demonstrate the delivery and assessment of these units using remote methods. As such this is possible but as detailed these variants will likely have required reflective practices so may not be suitable for younger learners who have experienced a more limited range of social interactions.</p>
Society Skills	✓	✓	<p>These skills focus on those that are necessary to understand the workings of society so include aspects of personal financial managements, shopping etc. These activities still continue to be important and although adapted to circumstance will continue to be important.</p> <p>The skills largely involve personal skills that are often based around knowledge and application so lend themselves to remote delivery and assessment with little adaptation. Carrying out transactions for instance may even be easier to evidence through online transactions than face to face ones. The only area of difficulty be in checking change as fewer opportunities exist for cash transactions. This may require adaptation to assessment and the introduction of role play type activity to compensate.</p>

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Enterprise Skills	✓	✓	<p>The enterprise units will require adaptation as they will often require group activity but this would require simple adaptation to remote collaboration rather than wholesale changes. Products and services are effectively bought and sold through e-commerce on a regular basis and may actually offer a greater learning experience than small scale 'cake sales' or similar that are often used within these units.</p> <p>Remote methods as detailed with other units often provide a more focused opportunity to capture assessment evidence through recording of online meetings for example.</p>
Project based units	✓	✓	<p>Project based units are often in response to problems and are often much more effective when challenges are overcome and learners develop skills through interaction rather than formal teaching.</p> <p>Teachers / tutors can effectively set the parameters for the activity through online briefings but learners could continue to collaborate online, using remote video methods and collaborative documents.</p> <p>Being remote being one of the challenges they would need to overcome.</p>
Skills for Learning	✓	✓	<p>This section relates to the Learning for Life suite. This subset of qualifications is an approach that is taken to shape learner independence.</p> <p>Although the nature of teaching and learning described within the specification may not be possible, the skills developed and assessed can and should reflect adapted practices.</p>