QAA

COVID-19: Thematic Guidance

Work-based Learning

(including placements/partnerships/apprenticeships/study abroad)

Contents

Purpose of this document

Following on from our [Initial Guidance for Higher Education Providers on Standards and Quality](#), we are now releasing specific guidance looking in more depth at the biggest issues facing the sector during the COVID-19 crisis:

1. Securing academic standards and supporting student achievement

2. Work-based learning (to include placements/partnerships/apprenticeships/study abroad) (this guidance)

3. Accelerated degrees

4. Practice and laboratory-based assessment.

QAA has developed this guidance with our Members and sector bodies for the benefit of the UK higher education community. It is intended to support providers by sharing emerging practice now, as well as distilling practice we can learn from for the future. It is structured around a set of reflective questions and challenges with potential solutions, and sets out guiding principles that should help providers through the radical changes to delivery that the current situation demands.

This guidance is not regulatory and following it will not ensure compliance with the regulatory requirements in your part of the UK, nor does it constitute advice on how to comply with legal obligations issued by organisations such as the Office of the Independent Adjudicator and the Competition and Markets Authority. These organisations are themselves responding to COVID-19 disruptions and their own advice should be consulted. The Office for Students (OfS) has set out the approach that registered higher education providers in England should be taking during these exceptional circumstances. Providers and students in England should refer, in the first instance, to [guidance published by the OfS](#). Providers in Scotland, Wales and Northern Ireland should consult the guidance provided by their respective funding bodies.

Our guidance contains references to external resources. These are for your information. Their inclusion is not an automatic endorsement by QAA.

As we develop our suite of guidance, we would encourage you to share the practice in your own institution with us or request additional areas of guidance. Please email us at guidance@qaa.ac.uk or contact us through our [QAA Quality Discussion Forum](#). The accumulation of examples of practice will allow us, at a future date, to produce a thematic analysis which will support future contingency planning and share learning across the sector.

Introduction

We are making some assumptions about what the next few months might mean for higher education providers and students. Our initial guidance was written before the stricter social distancing conditions were imposed by the UK Government on 23 March, and some proposals for how the sector could solve issues relating to remote teaching and assessment were therefore superseded by the new measures in place. The new restrictions meant that most, if not all, UK higher education providers are now having to operate remotely. It is highly unlikely that 'normal' resumption of teaching, learning and assessment will occur before September 2020 and, even then, the current restrictions around physical access to campus provision across the UK will have significant ramifications into the next academic year and beyond. This will affect progression, award and graduation, especially for final-year students at FHEQ Level 6 and 7; SCQF Level 9 and 10.

The changes to pre-entry qualifications for higher education will also impact providers' admissions processes and students entering higher education for the first time.

These are significant disruptions to all aspects of a provider's systems and processes, including the more obvious ones such as learning, teaching, assessment and awards but also course monitoring, partnerships, validation, student support, estates, timetabling, facilities and resource allocation.

Guiding principles

There are a number of principles which apply across our guidance:

- Providers who have not already done so are advised to establish a set of principles which can act as a framework to support planning and to facilitate consistency of decision-making. It will also provide a record of the rationale underpinning key decisions.

- The UK Quality Code for Higher Education (the Quality Code) is based around outcomes and offers considerable freedom to providers to adapt their approaches while securing academic standards.

- Students should, wherever it is possible and is in the student's interest, be enabled to finish their intended studies for the current academic year.

- Providing clear communication and support for students who are facing changes to their modes of teaching, learning and assessment is vital in helping them to achieve successful outcomes. Students who already require specific support - such as reasonable adjustments made for students with disabilities - will require careful consideration to ensure the current changes do not present them with additional challenges. Alternative assessments and adjustments to online teaching also need to recognise the needs of other students with specific learning requirements, such as those with caring responsibilities, those for whom broadband and internet provision may be difficult to access and those students who are ill or may be needing to self-isolate.

- Awarding bodies remain responsible for the academic standards of their awards, including those delivered with or by partners.

The advice set out in this document follows the current, and sometimes rapidly changing, guidance issued by the governments in England, Northern Ireland, Scotland and Wales in response to COVID-19. The advice is also linked to information from the UK Foreign and Commonwealth Office and the Department for Education. Links to further resources are provided at the end of the document.

Professional and optional placements

1   As noted in QAA's initial [guidance on maintaining quality and academic standards,](#) some courses will require a number of work-based learning hours due to the requirements of the associated professional, statutory and regulatory bodies (PSRBs). 'QAA would encourage PSRBs to consider their ability to be flexible in their requirements, given the scale of the problem the higher education sector is contending with.' We would also encourage providers to work closely with the PSRBs in reaching agreement around any adjustments that the current context might require.

2   PSRBs and providers should ensure that information from the governments across the UK and public health departments is followed, for example, in terms of advising those individuals in vulnerable groups not to attend placement activities. Key factors, therefore, include working to assess the risks posed and the stakeholders' duty of care to students along with the consideration of whether course and module learning outcomes can still be met.

How are PSRBs and providers dealing with the situation where students are likely to have a reduced amount of work-based learning experience?

3   A focus on the need for flexibility in terms of the approach taken to work-based learning and assessment is required in light of the unprecedented situation facing organisations. PSRBs such as the [Solicitors Regulation Authority](#) have acknowledged the aim '…to help by being as flexible as possible in this area, while still making sure solicitors who qualify have met the required standard'. Therefore, the expectation is that providers and PSRBs can work collaboratively in determining the most appropriate alternative arrangements at this time, for example, a move to online or open book assessments. Please see the guidance on [securing academic standards and supporting student achievement](#) and also on [practice and lab-based assessment](#) for more information on alternative approaches to assessment.

4   It is likely that students may enter the workforce with less work-based learning experience than planned. The challenge many PSRBs and providers are currently facing is that of ensuring further support can be made available in the first year following registration into the profession.

5   Some PSRBs (for example, the General Optical Council) are exploring options including giving students the opportunity to continue working on certain competencies into their first year in employment. Others (such as the [General Teaching Council for Scotland](#) in relation to initial teacher education) recognise that new entrants into the profession may require an enhanced level of 'checks' and support.

What arrangements are being made for final-year students on work-based learning placements in those critical areas of work identified by the UK governments?

6   The UK governments have identified categories of key workers in relation to the COVID-19 situation. These include professions such as health and social care, education and childcare and key public services along with those in organisations providing food and necessary goods. Workers in these areas are considered critical and there have been calls to boost the available workforce by including final-year students in the workforce in areas such as medicine and nursing.

7   PSRBs are responding to the current situation and publishing guidance for providers on their website for many courses with professional accreditation requirements. For example, the [Nursing and Midwifery Council (NMC)](#) has introduced a set of emergency standards that will enable student nurses and midwives in the final six months of their course to finish their training on placement, while ensuring that all of their learning outcomes are met. The NMC is also taking steps to 'give education's institutions and their practice learning partners more flexibility to ensure students get appropriate support and supervision'.

8   The [General Medical Council (GMC)](#) has acknowledged that the 'learning opportunities from providing support to address the COVID-19 response are significant, but it is recognised that there could be an impact on anticipated learning and trainee progression given that trainees may fail to meet some of their curriculum requirements'. Therefore, the GMC is working collaboratively with other organisations to ensure that the 'longer-term needs of doctors in training are not compromised'. A provisional registration process is in place for final-year medical students, but this is dependent on medical schools confirming a student's graduation. The GMC recognises that 'some medical schools may have adjusted their assessments in response to the pandemic' and that it is 'for [the] university to decide whether [students are] able to graduate. In doing so, the provider is confirming that students are 'fit to practise medicine, have met the curricula outcomes of the course, and our standards and outcomes and have met any relevant university regulations'.

What arrangements should be put in place for continuing students in the critical employment areas?

9   The pressure within the key areas of employment may mean that there is not sufficient capacity to support students safely and appropriately within placement settings. Therefore, PSRBs may amend the usual requirements for those students who are due to continue with their studies in the next academic year, particularly, for those currently in the first year of their course.

10   For example, the [Nursing and Midwifery Council (NMC)](#) has introduced a set of emergency standards to ensure learning outcomes can continue to be met safely and effectively, while amending their existing standards to provide flexibility in ensuring appropriate supervision and support is provided for students in each year of their programmes. The emergency standards indicate that current first-year undergraduate students will be able to spend up to 100% of their course 'in theory or academic learning' with the overall 50-50 split of theoretical and clinical hours to be achieved over the remainder of the course.

What approach should be taken for students on placement in areas not identified as key in terms of the COVID-19 situation? Is it appropriate for students to continue/does the placement continue to provide an appropriate experience?

11   Advice from the UK governments has been strengthened over the course of the outbreak, with working from home the preferred option, where this is feasible. The implications of this need to be considered in relation to the continuation of a student's placement. In addition, providers should ensure that they are meeting their responsibilities in terms of protecting students' health and welfare.

12   The UK Quality Code guidance suggests that: 'Work-based learning consists of structured opportunities for learning and is achieved through authentic activity and is supervised in the workplace'. This learning 'is an integral part of a course that is achieved through authentic activity which is intended to contribute to meeting a genuine workplace need. Arrangements between employer, education organisation and student should be

agreed on how the student is supervised within the workplace, and regular contact should be maintained - appropriate to the student, the workplace context and specific   work-based learning opportunity'. This guidance also highlights that: 'Work-based learning opportunities enable students to apply and integrate areas of subject and professional knowledge, skills and behaviours to enable them to meet course learning outcomes'.

13   Therefore, if it is not safe or appropriate for a student to continue in a physical placement setting, consideration should be given to any alternatives. Key issues would include the feasibility of a working-from-home arrangement and whether this could replicate/be a suitable replacement for the original placement activity (in terms of the associated learning outcomes/assessment criteria). Arrangements for the appropriate support and supervision of students should also be formulated as part of an assessment of the continuation of a placement (either still within the physical setting, or via an alternative arrangement). Any alternative arrangements should consider the needs of the students, including any additional or resource needs and the maintenance of academic standards and quality.

How can providers effectively support students continuing with their work-based learning experience?

14   The arrangements to support students are likely to vary, depending on the individual work-based learning settings. Where students are working in critical employment areas, they may still be able to gain very relevant experience and indeed, in some cases, be encouraged to undertake additional experience, for example, final-year medical/nursing students or those undertaking apprenticeships in the care sector. However, ensuring that students are safe and appropriately supported is a fundamental requirement, along with adherence to any legal responsibilities.

15   Where students are not able to physically attend their placement, but the alternative remote working arrangements are deemed appropriate, revised support mechanisms may be required to replace the usual support from both the employer and the higher education provider perspectives. Providers should give additional consideration to the support needed by particular student groups, such as students with caring responsibilities or students with disabilities.

Can the requirements for placement practice be altered (reduced) considering the COVID-19 situation?

16   In some cases, the placement requirements are linked to specific legislation and therefore the PSRB may not be able to make changes to the overall balance of placement and academic study. However, the PSRB can, where appropriate, act to introduce other changes which may enable providers and continuing students to respond to the situation and change the balance of experience in this current year and/or across the whole course (see the NMC example above). If attending the placement or undergoing replacement activities that closely replicate the placement experience are not possible options, in consultation with the relevant PSRB, providers could consider reorganising the course.

17   A key factor for all concerned in enabling students to complete their course of study is to ensure that the required learning outcomes and competencies are maintained at the appropriate standard. In the case of initial teacher education in Scotland, the General Teaching Council for Scotland and the Scottish Council of Deans of Education have issued a joint statement outlining the range of approaches in place following the decision to end all initial teacher education placements in schools for the remainder of the 2019-20 academic year. The approaches include final-year or master's students being assessed on professional practice undertaken to date, 'drawing on all available evidence', with additional

progress checks being put in place for their probationary year. Provision will be made for students in earlier years of their courses to undertake additional placement time.

18   In England, the Department for Education has temporarily amended its initial teacher training (ITT) criteria and supporting advice to enable students to gain Qualified Teacher Status in the current year. The completion judgement will be made based on the assessments that students have completed to date and their progress towards meeting the Teachers' Standards. The criteria now include that primary and secondary trainee teachers should 'meet or [be] **on a trajectory to meet**, all of the teachers' standards, including those that relate to subject and curriculum knowledge, by the end of their training'. More flexibility has also been introduced in terms of the experience required, for example, 'Trainees should, **where possible**, demonstrate the standards across the full age and ability range of training'.

19   The Welsh Government has published temporary guidance relating to arrangements for the statutory induction of newly qualified teachers during the COVID-19 pandemic.

What arrangements are being made to enable students to demonstrate achievement of professional standards when a work-based learning placement has been stopped or altered?

20   In some cases, demonstration of the ability to meet the relevant professional standards or competencies may only be possible in situ; however, some PSRBs are able to adjust the assessment method to support progression or completion of a student's course of study.

21   For those students in their final year, it is particularly important for the key stakeholders to work collaboratively in determining the appropriate course of action that will enable students to meet the required standards to complete and/or incorporate potential additional requirements (for example, in a preregistration phase) where practice has been cut short.

What arrangements are being made for students to complete dissertations or assignments which are dependent upon the learning/work undertaken during periods of work-based learning?

22   The assessment requirements of courses leading towards a professional qualification often require students to undertake research, gather evidence, and reflect upon their practice during work-based learning experiences. Providers and PSRBs are working rapidly to alter the stated assessment requirements to allow students to undertake their assessments by using, for example, their online learning experiences, such as video study of patients, or exploration of written case studies.

What are the implications for the award of credit (and the degree algorithm) where placement experience is reduced or removed from any given year of study?

23   Providers are considering a range of options in response to the COVID-19 pandemic. Please see QAA's thematic guidance on securing academic standards and supporting student achievement for content linked to the issues of credit, degree algorithms and classification profiles. Where courses are preparing students to enter specific professions with required competencies, any action needs to be considered carefully with the relevant stakeholders to ensure that students are meeting the required standards or that appropriate additional opportunities are provided.

Studying and work placements abroad

24   The safety of students is of paramount importance and higher education providers are advised to signpost students to the latest guidance from the UK governments in relation to international (and national) travel. Where students have been required to end a placement early, it may be that a provider's exceptional circumstances policy (or equivalent) will indicate the action to take.

What is the position for students on placement abroad now, and students with placements abroad planned for next year?

25   COVID-19 has created a rapidly developing, global situation and it is therefore advised that higher education providers continue to follow advice from the UK governments. Guidance (accurate at 23 March 2020) from the [Foreign and Commonwealth Office](#), the [Department for Education and Public Health England](#) is for short-stay travellers currently abroad to return to the UK (if that is their home country/country of residence) where commercial flight options are still available. Therefore, students currently on placements abroad should have been advised to return home where possible and safe to do so.

26   For students who, as a result, have been required to end their placements sooner than planned, there are a range of options to ensure that the academic requirements of the placements are met, and the appropriate standards maintained. These options might include: additional provision via the home or host provider which is most likely to take the form of online input/assessment; or undertaking an additional placement at a later point in the course.

27   For students who have not been able to return to the UK, overall guidance (as captured in the Erasmus+ advice) is for them to maintain contact with the organisation coordinating the project, and the sending and host organisations (and any partners involved). Such students should also refer to the relevant UK Government guidance.

28   At the time of writing, the arrangements for the next academic year appear increasingly at risk of change and therefore it is difficult to give categorical answers in relation to placements for 2020-21, but higher education providers are encouraged to work with their partner organisations in reviewing the situation and formulating potential contingency plans.

How can any solutions replace the benefits of overseas placements, in particular deep involvement in the languages and cultures?

29   In creating alternative arrangements for any elements of study, the focus should be on ensuring the experience and assessment match the course requirements, and the associated learning outcomes, as closely as possible. Seeking a replacement for overseas placements provides an additional challenge in terms of trying to replicate the experience that students would have gained.

30   As previously stated, depending on the stage in the course, there may be the possibility of arranging an additional placement experience for students at another time. However, where this is not possible, it is important that the higher education provider and host institution work closely together in making alternative arrangements that meet the course requirements and enable the student to gain the best experience possible under the circumstances.

31   Erasmus+ advises that:

'In many cases it may be possible to find alternative solutions to delivering your project as originally planned. For example, you may be able to undertake meetings and organise events virtually, and where relevant continue to work remotely on the intended intellectual outputs. It is important that you email the UK National Agency with any proposed changes to your project and you will be advised as to whether there needs to be an associated amendment to your contract.

In cases where the host organisation abroad has made it possible to continue your mobility placement through virtual learning or other virtual activities, it is important that you also have the approval of your UK sending organisation to do so.

Your UK sending organisation will be able to advise you about any alternative arrangements, including your grant where appropriate. It may be that in some cases it is not possible to continue placements virtually and unused funding may need to be reimbursed'.

What is the position for students who are in the UK as part of a study-abroad arrangement?

32   UK Government advice (correct at the time of writing, 8 April 2020) for international students who are studying in the UK, is to remain in their current residence. The position has been evolving and, while some international students have travelled home at an earlier point, others are now remaining on campus. This means that providers need to put different arrangements in place to address the distinct needs of students who may be remaining in the UK and those who have already returned to their home countries. In both cases, higher education providers should be making arrangements for delivery and assessment to be moved online, where possible and appropriate. Providers are advised to consider whether any students' visa conditions will be affected by the adjustments to the delivery and assessment of their courses.

What measures are being taken to support part-time students who are unable to work, or whose work is focused differently at present?

33   Work-based learning for some students, particularly part-time students, may be taking place in the setting where the student is employed. In order to respond to the current situation, providers and PSRBs are following the available guidance to ensure students' safety and to support the needs of the workforce. Higher education providers should make use of the range of options available to them to give extensions to assessed work and to use mitigating circumstances procedures. In many cases providers have removed the requirement for supporting evidence to be submitted.

34   Providers are encouraging students to communicate any changes in the workplace with them, for example, in cases where there might be changes that will last longer than four weeks or impact on assessment activities. Providers are also encouraging students to communicate with their employers/placement providers in terms of the expectations for their role.

Apprenticeships

What is the position for students on apprenticeships?

35   Apprenticeships will share some of the challenges outlined above and in the other guidance, for example, with a potential move to distance learning where possible. However, there are also specific issues to navigate in terms of links to a range of organisations and the associated funding considerations that need to be resolved in order for apprentices to continue. Apprentices are included in the HM Revenues and Customs Coronavirus Job Retention Scheme guidance. The apprenticeship funding arrangements may be affected by any adjustments made to mitigate the impact of the pandemic and therefore providers should communicate with the funding providers in the respective parts of the UK.

36   In England, guidance for apprentices, employers, training providers and assessment organisations has been produced by the Department for Education and the Education and Skills Funding Agency. The steps outlined include encouragement for the use of e-learning solutions where these are practicable and the modification of end-point assessment arrangements or the rescheduling of these if required. Information is also provided in terms of the funding arrangements and potential breaks in learning for apprentices.

37   The Institute for Apprenticeships & Technical Education has also published guidance following COVD-19, including a section on frequently asked questions. This includes responses to questions on end-point assessment and workplace observations, and the possibility of completing these remotely if appropriate and authorised by the external quality assurance (EQA) provider for the apprenticeship standard.

38   The Association of Employment and Learning Providers is also working to raise issues facing stakeholders across Britain and welcomed as an important first step an announcement from the Department for Education that apprentices, who are ready for assessment but cannot be assessed due to assessor illness or COVID-19 related measures, will be allowed to have a break in learning (BIL).

39   The Welsh Government has produced information about work-based learning and apprenticeships during the Coronavirus pandemic and Skills Development Scotland has produced a set of frequently asked questions for apprentices, including graduate apprentices.

40   PSRBs, such as the Institution of Civil Engineers, have published information outlining the move to remote arrangements for end-point assessment, for example, by using technology for candidates and assessors to conduct virtual interviews.

Partnership working

41   As noted in the Quality Code's Advice and Guidance on partnerships 'Providers establish policies and procedures for the effective monitoring of all types of partnership, including arrangements such as study abroad, student placements, work-based learning, apprenticeships, guaranteed progression agreements and sharing of services (this is not an exhaustive list). For apprenticeship delivery, there may be an established review cycle which will include a review of the effectiveness of the arrangement.' This approach continues to be relevant for any revised policies and procedures in light of COVID-19.

What measures are being taken to continue to monitor and evaluate adaptations to work-based learning?

42   As stated in QAA's initial guidance, 'Governing bodies need to be satisfied that academic standards are being achieved no matter what adjustments need to be made to the learning and assessment strategies in light of COVID-19.' These responsibilities include those relating to work-based learning provision and for any specific arrangements such as study abroad placements.

43   The Quality Code's Advice and Guidance on work-based learning outlines that: 'Education organisations will use a range of mechanisms to obtain information for monitoring and evaluation, which will include engaging students, employers and service users individually and collectively, including from:

- education provider staff, including through link tutors and direct observation of work-based learning employers, through formal and informal feedback mechanisms and contractual reviews
- students, through feedback, evaluation and reflection
- annual monitoring and periodic review
- external examiner reports
- PSRB reports
- reports prepared for others, for example, end-point assessment organisations in apprenticeships in England'.

What does the COVID-19 pandemic mean for providers' partnership working arrangements?

44   The rapidly developing situation is an unprecedented challenge for government organisations, PSRBs, providers, students and other stakeholders such as employers. The pressure to adapt and find alternative arrangements can present an additional challenge in terms of partnership working and communication. Working collaboratively should enable the best possible outcomes to be reached and also ensure that the messages communicated are clear to all parties.

45   Higher education providers are advised to consult with any PSRBs as appropriate and follow regulatory advice/information from departments such as the Department for Education in terms of teacher training in England. Degree-awarding bodies/awarding organisations should discuss or communicate any changes to the arrangements for work-based learning (and indeed, any teaching, learning and assessment and progression arrangements) with their partners. Clear communication between the relevant stakeholders should facilitate the production of clear messaging for students.

What should providers do to reassure students and reduce the potential for an increase in complaints or appeals?

46   Where possible, providers should work with their partner organisations to provide the best alternative arrangements to work-based learning. Given the categories of employment and the current identification of key areas of work, along with the specific needs of different groups of students, this may require the creation of a variety of models across different courses.

47   Consultation with students and ensuring they have a clear understanding of the proposed arrangements is fundamental, as is close working with partner organisations, such as employers and PSRBs. Adopting a flexible approach, but still maintaining the focus on academic standards and quality of both the qualification and any professional requirements/competencies is vital, as has been recognised in recent events such as QAA's PSRB Forum: COVID-19 Response - Adapting Assessment for Professional Qualifications.

Sources of additional information

Association of Employment and Learning Providers (AELP) - Resources to help support providers, their employers and their learners:
www.aelp.org.uk/covid-19-coronavirus-guidance-and-patron-support/

Department for Education - Initial teacher training (ITT): criteria and supporting advice:
www.gov.uk/government/publications/initial-teacher-training-criteria

Department for Education - Coronavirus: travel guidance for educational settings:
www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings

Department for Education (Northern Ireland) – COVID-19 Information:
www.education-ni.gov.uk/department-education-releases-covid-19-coronavirus

Department for Education (Northern Ireland) – Advice for educational settings:
www.nidirect.gov.uk/articles/coronavirus-covid-19-advice-schools-colleges-and-universities

Erasmus+ - Information and advice:
www.erasmusplus.org.uk

Health and Safety Executive - Coronavirus (COVID-19): latest information and advice:
www.hse.gov.uk/news/coronavirus.htm

Home Office - Coronavirus (COVID-19): what you need to do:
www.gov.uk/government/organisations/home-office

Holex - Information relating to adult community education providers:
https://holex.org.uk/coronavirus-resources

Joint statement from the UK Health Departments, the General Medical Council, Health Education England, NHS Education for Scotland, Health Education and Improvement Wales, the Northern Ireland Medical and Dental Training Agency, and the Medical Schools Council (25 March 2020):
www.hee.nhs.uk/sites/default/files/documents/Joint%20statement%205th%20year%20medical%20students_0.pdf

NCFE – FAQs, including additional Guidance from Education and Training Foundation (ETF) regarding Level 5 Diploma in Education and Training (DET) qualification:
www.ncfe.org.uk/media/2586/covid-faqs.pdf

Nursing and Midwifery Council (NMC) - Information for students and educators:
www.nmc.org.uk/news/coronavirus/information-for-students-and-educators

Office for Students - Coronavirus (COVID-19) - guidance for providers and students:
www.officeforstudents.org.uk/advice-and-guidance/coronavirus

QAA PSRB Forum - COVID-19 Response: Adapting Assessment for Professional Qualifications (*only accessible by QAA Members*):
https://membershipresources.qaa.ac.uk/s/topic/0TO4H000000cWUKWA2/psrb-forums

QAA - COVID-19 Support and guidance:
www.qaa.ac.uk/covid-19

Scottish Government - Information and advice on COVID-19:
www.gov.scot

Scottish Qualifications Authority - Guidance on SVQs:
www.sqa.org.uk/sqa/70972.html

NHS Scotland - Advice on COVID 19 for non-healthcare settings:
https://hpspubsrepo.blob.core.windows.net/hps-website/nss/2973/documents/1_COVID-19-Guidance-for-non-healthcare-settings.pdf

Skills Development Scotland – FAQs for apprentices:
www.skillsdevelopmentscotland.co.uk/coronavirus-covid-19/pupils-learners-and-apprentices/covid-19-faqs-for-graduate-apprentices/b

General Teaching Council for Scotland - Resources including Frequently Asked Questions which are being updated regularly and a suite of resources to support teacher and lecturer health and wellbeing during the Covid-19 outbreak:
www.gtcs.org.uk/News/news/covid-19-gtcs-business-continuity.aspx

Education Scotland - Material aimed at supporting a move to online teaching, as part of its role in relation to schools in Scotland:
https://education.gov.scot/education-scotland/news-and-events/education-scotland-update-regarding-covid-19/

Universities UK - Coronavirus (COVID-19) - information for universities:
www.universitiesuk.ac.uk/policy-and-analysis/Pages/coronavirus.aspx

Welsh Government - Advice for educational settings:
https://gov.wales/sites/default/files/publications/2020-02/guidance-to-educational-settings-about-covid-19.pdf

Welsh Government - Advice on COVID 19:
https://gov.wales/further-and-higher-education-coronavirus

Wonkhe - Assessing student rights and provider conditions after Covid-19 (30/03/20):
https://wonkhe.com/blogs/student-rights-and-provider-conditions-after-covid-19-2/

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