

BTEC Level 2 Technical Certificate in Retail Operations: sample delivery plan

Introduction

This document is aimed at supporting tutors and those delivering BTEC L2 Technical qualifications from September 2017. Clear unit planning and understanding of key deadlines are essential for a successful delivery programme. We have produced two sample delivery plans showing how the BTEC Level 2 Technical Certificate in Retail Operations could be delivered over 6 or 12 months, highlighting assessment milestones and indicating where you can teach units holistically.

Overview of course delivery and assessment

The **BTEC Level 2 Technical Certificate in Retail Operations** has 240 GLH and the TQT (total qualification time) is 360 hours. It consists of four mandatory units. An additional 120 GLH can be made up of work experience, private study, preparation for assessment and practical assessments in the workplace through work experience. This is not mandatory but is recommended in Units 2 and 3.

Involving employers in the assessment/delivery

Employer involvement in the delivery and/or assessment of technical qualifications is essential. You will need to give evidence of how you have provided opportunities for all your learners to undertake meaningful activity involving employers. 'Meaningful activity' could include:

- structured work experience
- projects, exercises, tasks or assessments set with input from industry practitioners
- units delivered or co-delivered by an industry practitioner, e.g. masterclasses or guest lectures
- industry practitioners operating as expert witnesses, contributing to the assessment of a learner's work.

For this qualification, employer involvement must be with employers from the retail sector. Work placement is recommended for all learners, and the following units have specified mandatory requirements for employer involvement either in the delivery or assessment:

- Unit 2: Delivering Customer Service in Retail
- Unit 3: The Retail Buying and Selling Process

Employer involvement is suggested for the following unit for the assessment criteria:

- Unit 4: Creating a Retail Outlet

Which units are externally assessed?

Unit 1 is externally assessed. Assessment for Unit 1 takes the form of an onscreen test, available on demand, which is set and marked by Pearson. The first assessment is in January 2018. Learners will be set different types of questions, which are worth a total of 60 marks. The test duration is 75 minutes.

Sample assessment will be available for use within the revision session. Revision should be carried out per assessment outcome in order to build on learners' knowledge. Practical work and case studies should be used for learners to put theory into practice. Examples from learners' work experience should also be used to deepen their knowledge. Learners should be fully prepared in all aspects of the criteria before attempting the exam. This can be assessed through mock exams.

Internally assessed units

Units 2, 3 and 4 are assessed through assignments set and marked by the centre. The assessment allows learners to apply technical knowledge and demonstrate mastery of practical and technical skills through realistic tasks and activities. Learners must achieve all internal units at a pass grade or above in order to complete the qualification.

Unit 4 provides the main synoptic assessment for this qualification. It is designed to take place towards the end of the programme and draws on the learning throughout. The assessment for this unit takes the form of a practical demonstration of learner knowledge and skills gained from Units 1–3, working as part of a team to complete the setting up of a retail outlet.

Induction

Centres are encouraged to timetable a period of induction for learners at the start of the programme. This should include information on topics such as the structure of the units, how to use an assignment brief, the importance of command words, how to work to meet deadlines, consequences of not meeting deadlines, how to reference work and the importance of evidence submitted for assessment being independently produced, valid and authentic. Centre policies on malpractice and plagiarism should be explained.

This document focuses on providing key dates to plan around and examples of how your course delivery could be structured, set out in the sections below:

Section 1: Sample delivery plan – 12-month model

- A chart setting out key deliverables over a 12-month period (2 semesters)
- Tables showing week-by-week delivery breakdown
- Rationale for the suggested plan

Section 2: Sample delivery plan – 6-month model

- A chart setting out key deliverables over a 6-month period (1 semester with 2 x 12-week teaching blocks)
- Tables showing week-by-week delivery breakdown
- Rationale for the suggested plan

Further support can be found within the relevant specification on our website (<http://qualifications.pearson.com/en/qualifications/btec-technicals/retail-operations.html>).

Section 1: Sample 12-month delivery plan

This plan shows how you could deliver the teaching and learning over two semesters (12 months). It is intended as guidance and is not the only possible model. You can adapt it to suit your local needs.

	SEMESTER 1		SEMESTER 2		TOTAL HOURS (GLH)		TOTAL HOURS (GLH IN CLASSROOM AND PLACEMENT)
	Unit no.	Classroom hours	Unit no.	Classroom hours	Additional hours	Placement	
	Unit 1	30	Unit 1	30	20		80
	Unit 2	60	Unit 4	60	20		140
	Unit 3	30	Unit 3	30	20		80
	Total work placement hours (GL and non-GL)	30	Total work placement hours (GL and non-GL)	30			
TOTAL HOURS PER SEMESTER		150		150			
PER WEEK excl. placement (18-week semester)		8.5 (including additional hours)		8.5 (including additional hours)			

Week-by-week breakdown over 12 months

Key

R	Revision for external assessment	LA	Learning aim
EX T	External assessment	WP	Work placement
SA	Summative assessment	IND	Induction

SEMESTER 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit 1	IND	LA A	LA A	LA A	LA A	R	LA B	LA B	LA B
Unit 2	IND	LA A	LA A	LA A	LA A	LA A	LA A	LA A	LA B
Work Placement									

SEMESTER 1 (CONT.)

	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Unit 1	LA B	R	LA C	LA C	LA C	LA C	R	LA D	LA D
Unit 2	LA B	LA B	LA B	SA	LA C	LA C	LA C	SA	SA
Unit 3						IND	LA A	LA A	LA A
Work Placement		7	7	7	7	7	7	7	7

Key

R	Revision for external assessment	LA	Learning aim
EXT	External assessment	WP	Work placement
SA	Summative assessment	IND	Induction

SEMESTER 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit 1	LA D	LA D	R	LA E	LA E	R	EXT		
Unit 3	LA A	LA A	SA	LA B	LA B	LA B	SA	LA C	LA C
Unit 4								IND	LA A
Work Placement			7	7	7	7	7	7	7

SEMESTER 2 (CONT.)

	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Unit 3	SA								
Unit 4	LA A	LA A	SA	LA B	LA B	LA B	SA	LA C	SA
Work Placement	7								

Sample 12-month plan – rationale

Suggestions for which units to teach in Semester 1

Semesters have been assumed as 18 weeks, allowing for 16–17 weeks of teaching (including 1 week for induction).

The first semester should be about introducing the world of retail through Unit 1. This should be run as a long and thin module, as it incorporates all the different units as an introduction to each and can be jointly taught alongside Units 2 and 3. It should start in Semester 1 in order to build up the learner's knowledge. These are the key points within the units:

- Unit 1 should be the first unit that learners are introduced to and should be backed up with the other units. Practice tests and revision should be completed after each learning outcome in order to improve exam technique.
- Unit 2 requires work experience to achieve the assessments; the learners should be taught key skills required for their placement. It is recommended that learners work on a day placement over Semesters 1 and 2 in order to complete both assessments in Unit 2 and Unit 3. Formative assessment should be completed with scenarios, whereas summative assessment should be completed in the learner's work placement.
- Unit 3 should be introduced once the learners have completed their work placement. Formative assessment should be completed in a classroom environment before summative assessment is completed in the work placement (some of the criteria may not be achievable depending on the placement; these criteria should be completed in a classroom scenario).

Suggestions for which units to teach in Semester 2

The second semester builds upon the knowledge from Semester 1. The external assessment is completed early in this semester and the synoptic unit is completed in the latter half after all knowledge has been delivered. These are the key points within the units for Semester 2:

- Unit 1: Most of the theory has been completed for this unit within Semester 1. In Semester 2, learners should be completing revision and mock tests in order to equip them for the examination.
- Unit 3: this unit has been half completed within the work placement. Learners should now be completing assessments after each learning outcome. Feedback from employers should be used within the assessment and practical elements should be either witnessed or recorded to build the portfolio of evidence required for this unit. Learners who have been unable to complete the assessment with their placement should be given the opportunity to complete it in a classroom environment.
- Unit 4 is the synoptic unit that takes all the knowledge from the previous units and allows the learners to work in teams to complete a summative assessment. This will require the learners to work independently and they should be given additional time to complete the unit. Learners will still need to be set targets and formative assessment should be completed after each learning outcome.

Section 1: Sample 6-month delivery plan

This plan shows how you could deliver the teaching, learning and assessment over one semester consisting of two 12-week blocks. It is intended as guidance and is not the only possible model. You can adapt it to suit your local needs.

	BLOCK 1: Weeks 1–12		BLOCK 2: Weeks 13–24		TOTAL HOURS (GLH)		TOTAL HOURS (GLH IN CLASSROOM AND PLACEMENT)
	Unit no.	Classroom hours	Unit no.	Classroom hours	Additional hours	Placement	
	Unit 1	40	Unit 1	20	20		80
	Unit 2	60	Unit 4	60	20		140
	Unit 3	20	Unit 3	40	20		80
	Total Placement hours (GL and non-GL)	50	Total Placement hours (GL and non-GL)	50			
TOTAL HOURS PER TEACHING BLOCK		120		120			
PER WEEK excl. placement (12-week block)		10		10			
PER WEEK incl. placement (12-week block)							

Week-by-week breakdown over 6 months

Key

R	Revision for external assessment	LA	Learning aim
EX T	External assessment	WP	Work placement
SA	Summative assessment	IND	Induction

BLOCK 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit 1	IND	LA A	LA A	LA A	LA A	R	LA B	LA B	LA B	LA B	R	LA C
Unit 2	IND	LA A	LA A	LA A	SA	LA B	LA B	LA B	SA	LA C	LA C	SA
Unit 3							IND	LA A	LA A	LA A	SA	LA B
Work Placement				7	7	7	7	7	7	7	7	7

BLOCK 2

	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Unit 1	LA C	LA C	R	LA D	LA D	LA D	R	LA E	LA E	R	EXT	
Unit 4	IND	LA A	LA A	LA A	LA A	SA	LA B	LA B	LA B	SA	LA C	SA
Unit 3	LA B	SA	LA C	LA C	SA							
Work Placement	7	7	7	7	7							

Sample 6-month plan – rationale

Suggestions for which units to teach in Block 1

The first block should be about introducing the world of retail through unit 1. This should be run as a long and thin module, as it incorporates all the different units as an introduction to each and can be jointly taught alongside Units 2 and 3. As this unit is within Block A and Block B, revision should be completed after each learning outcome, and learners should be assessed on their knowledge on a regular basis. These are the key points within the units:

- Unit 1 should be the first unit that learners are introduced to and should be backed up by the other units. This unit should be completed using online assessment to help learners practise exam technique. Practice tests and revision should be completed after each learning outcome in order to improve exam technique.
- Unit 2 is a unit that requires work experience to achieve the assessments; learners should be taught the key skills required for their placement. It is recommended that learners work on a day placement over Blocks 1 and 2 in order to complete both assessments in Unit 2 and Unit 3. Formative assessment should be completed with scenarios, whereas summative assessment should be completed in the learner's work placement. As this unit is being completed in 12 weeks, learners should be ready for their work placement as early as week 3 or 4 in order to complete all assessments. Interviews for placements could be completed before the course starts in order to speed up the placement.
- Unit 3 requires some type of employer involvement or work placement. Formative assessment should be completed in a classroom environment before summative assessment is completed in the work placement (some of the criteria may not be achievable depending on the placement; these should be completed in a classroom scenario). This will be completed over Block 1 and Block 2 in order to complete both Units 2 and 3 within the placement.

Suggestions for which units to teach in Block 2

Block 2 builds upon the knowledge from Block 1. The external assessment is completed at the end of the block and the synoptic unit is completed throughout the block. These are the key points within the units for Block 2:

- Unit 1: Most of the theory has been completed for this unit within Block 1. In Block 2, learners should be completing LA D and LA E. Less hours are needed for this content and learners should be focused on revision and mock tests in order to equip them for the examination. This could be completed in independent study and online practice examinations.
- Unit 3: this unit will have been half completed within the work placement. Learners should now be completing assessments after each learning outcome. Feedback from employers should be used within the assessment and practical elements should be either witnessed or recorded to build the portfolio of evidence required for this unit. Learners who have been unable to complete the assessment within their placement should be given the opportunity to complete it in a classroom environment. The unit should be completed early on in Block 2 in order to incorporate Unit 4.
- Unit 4 is the synoptic unit, which takes all of the knowledge from the previous units and allows the learners to work in teams to complete a summative assessment. Learners will still need to be set targets and formative assessment should be completed after each learning outcome. This should be completed throughout Block 2 to allow the learners further time to complete this assessment.