

# BUSINESS | LEVEL 3

BTEC National

This teaching support guide will help you get started with your BTEC delivery. It includes:

- An overview on planning course delivery: Should I teach unit-by-unit? What resources will I need? How should I induct my learners?
- A comparison chart to show how the specification has changed, unit by unit
- Ideas for tracking learner progress
- A sample scheme of work
- Case studies from schools and colleges delivering BTEC
- Hints and tips on good practice
- A walk through the assessment process, including a sample assignment with learner work and grading
- Frequently asked questions

**Teaching BTEC** will give you the confidence to guide your learners through their BTEC course and achieve their highest grades.

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BTEC National

# Teaching BTEC

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## Introduction

This publication supports your delivery of BTEC Level 3 National Business qualifications and should be read in conjunction with the published specification. It provides an overview of how the qualifications have changed, how the BTEC unit specifications should be used, and how best to deliver the course and assess your learners' progress.

These materials are not prescriptive. You may feel that the course can be delivered and assessed more effectively in a different way. This may be because of the way the qualification is organised within your centre or because a different approach better suits your learners, after taking into consideration their learning styles and prior learning. BTEC qualifications are designed to enable you to plan and deliver programmes that are dynamic and relevant to local needs.

### **Further information and support**

For a complete guide to all support offered by Edexcel at every stage of your BTEC delivery, please refer to *BTEC Support*. This booklet is available in your Specification Pack.



## What's new for BTEC

Edexcel has redeveloped its suite of BTEC Level 2 First and BTEC Level 3 National qualifications to ensure that they are aligned with the new Qualifications and Credit Framework (QCF). Wherever possible the changes have been minimal, and in all cases BTEC units have retained their key characteristics.

### What is the Qualifications and Credit Framework?

The Qualifications and Credit Framework (QCF) is a system whereby credit is awarded for qualifications and units (small steps of learning). It enables learners to work towards qualifications at their own pace and along flexible routes.

All QCF units are published on the Register of Regulated Qualifications (RRQ). Every unit and qualification has a credit value showing how much time it takes to complete and a level showing how difficult it is (ranging from Entry Level to Level 8). Learners are given a unique learner number (ULN) where their individual record of credit accumulation is logged. For more information see [www.accreditedqualifications.org.uk](http://www.accreditedqualifications.org.uk).

### How does this affect the BTEC Level 3 National qualifications?

The new family of BTEC Nationals – which are all at Level 3 – is made up of four sizes of qualification: Certificates, Subsidiary Diplomas, Diplomas and Extended Diplomas. (Qualification names have changed during the revision of BTEC Nationals to meet the QCF structure – please see the table below to compare the new names to the old if you have taught BTEC before.)

The Certificate has been introduced as a new BTEC Level 3 National qualification, to be broadly equivalent to one AS Level. This increases flexibility and improves opportunities for co-teaching with Advanced GCES and other qualification types. The BTEC Level 3 Certificate will be nested wherever possible in the corresponding BTEC Level 3 Subsidiary Diploma, and the BTEC Level 3 Diploma in the corresponding BTEC Level 3 Extended Diploma.

All BTEC Level 3 National qualifications (whether Certificates, Subsidiary Diplomas, Diplomas or Extended Diplomas) comprise a mix of units and these can be at different levels, but the majority of units must be at the main level of the qualification: Level 3.

Rules of unit combination have been determined to show how learners can select and combine unit choices to achieve new BTEC Level 3 National qualifications (please see the specification for the list of available units). In some cases there will be mandatory units which all learners must take to achieve their qualification.

The overall grade for any BTEC qualification will be based on a table in the specification that converts pass, merit or distinction unit grades to points and then totals those points.

For full information about these qualification types, rules of unit combination and grading please see the specification.

### New features for BTEC units

There are some new features common to all new BTEC units:

- credit level and guided learning hours (GLH) are stated
- expanded guidance is given on delivery and assessment
- BTEC units now contain guidance and mapping to functional skills and personal, learning and thinking skills (PLTS) – so you can embed learning for these skills
- outline learning plans give suggestions for unit delivery and assessment
- a suggested programme of assignments gives ideas for assignments that will cover the unit's assessment and grading criteria
- each unit suggests how you can link with employers.

Every BTEC unit contains an assessment and grading criteria grid. For the purpose of brevity, this will be referred to as the 'grading grid'/'grading criteria' throughout this booklet. (In official terms, assessment criteria are pass criteria; grading criteria are merit and distinction criteria.)

This additional information is not meant to be prescriptive. A key feature of BTEC is that you can match your delivery of the qualifications to local needs and circumstances, and to the opportunities that are present in your area to give a real vocational focus. For more information about BTEC units see page 22.

#### Guided learning hours

Guided learning hours (GLH) comprise all the times when a member of staff (such as a tutor, trainer or facilitator) is present to give guidance ('contact time'). This includes lessons, lectures, tutorials and supervised study in, for example, learning resource centres and workshops. It also includes time spent with learners observing and assessing their achievements as they work towards their assignments.

#### Functional skills

Functional skills have replaced key skills. These are a set of standards that establish a benchmark in English, mathematics and ICT. Functional skills are available from Entry Level to Level 2.

BTEC specifications now offer guidance on how these functional skills can be embedded in your delivery of each unit. Please note: functional skills can be tested while delivering a BTEC course but they are not an integral part of the qualification. They are designed to be assessed by externally set and marked tests.

#### Personal, learning and thinking skills (PLTS)

BTEC Level 3 National units offer guidance and signposting to help you develop learners' personal, learning and thinking skills. Along with functional skills, these are seen as key elements for success in learning, life and work. Note that PLTS are not a compulsory or integral component of the BTEC Level 3 National, but should you wish to integrate your PLTS delivery with this qualification we provide this guidance for you to do so.

The PLTS framework consists of six groups of skills:

- independent enquiry (IE)
- creative thinking (CT)
- reflective learning (RL)
- team working (TW)
- self-management (SM)
- effective participation (EP).

These have connected outcome statements (to view these visit [www.qcda.org.uk](http://www.qcda.org.uk)).

Although each skill set is distinctive they may be interconnected, and any assignment or learning experience may explore one or more PLTS. BTEC Level 3 National qualifications offer the opportunity to cover PLTS, but in order for learners to recognise this coverage the PLTS would need to be made explicit at delivery. An effective way to record competence in PLTS is by using a tracking system that is linked to the PLTS references in the unit specifications.

#### WorkSkills

Edexcel has developed a range of WorkSkills qualifications at Entry 3, Level 1 and Level 2 that may also be studied alongside BTEC Level 3 Nationals. WorkSkills comprise a range of units that focus on personal development, work, social and domestic skills.

For more information on WorkSkills see [www.edexcel.com/workskills](http://www.edexcel.com/workskills)

#### So, why choose BTEC?

BTECs are an established and highly successful alternative to general qualifications, suitable for a wide range of learners. As work-related qualifications, they are designed to accommodate the needs of employers as well as allowing progression to university.

By nature BTECs provide a more practical, real-world approach to learning alongside a theoretical background, giving learners the knowledge, understanding and skills that they need to prepare for employment. BTECs also provide career development opportunities for those already in work. They can be taken as well as, or instead of, GCSEs and Advanced GCES in schools and colleges.

Comprising individual units, which can be built to form a qualification at a size that is suited to the learner, BTECs can be delivered as a full-time or part-time course. Each unit is assessed through the completion of assignments that are designed by you as tutor and that call on a range of evidence types. Such flexibility enables you to deliver a qualification that is just right for your learners.

BTEC Level 3 National qualifications

	Certificate	Subsidiary Diploma	Diploma	Extended Diploma
Previous name	this is new	Award	Certificate	Diploma
Credits (minimum)	30	60	120	180
Guided learning hours (GLH)	180	360	720	1080
Broad equivalence	1 AS Level	1 A Level	2 A Levels	3 A Levels

## What's new for BTEC Level 3 Nationals in Business

Units have been revised and updated so that they can be mapped to the Qualifications and Credit Framework (QCF). This table summarises the specification changes unit by unit. For a complete list of new units, including rules of combination and mandatory/optional unit status, please see the specification.

New units		Old units		Mapping/comments
Number	Name	Number	Name	
Unit 1	The Business Environment	Unit 1	Exploring Business Activity	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
Unit 2	Business Resources	Unit 2	Investigating Business Resources	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
Unit 3	Introduction to Marketing	Unit 3	Introduction to Marketing	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
Unit 4	Business Communication	Unit 4	Effective People, Communication and Information	Some similar content, but people aspects gone to Unit 13
Unit 5	Business Accounting	Unit 5	Introduction to Accounting	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
Unit 6	Financial Accounting	Unit 6	Understanding Financial Accounting	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
Unit 7	Management Accounting	Unit 7	Introducing Management Accounting	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
Unit 8	Accounting Systems	Unit 8	Investigating Accounting Systems	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
Unit 9	Creative Product Promotion	Unit 9	Exploring Creative Product promotion	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
Unit 10	Market Research In Business	Unit 10	An Introduction to Marketing Research	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
Unit 11	Relationship Marketing	Unit 11	Understanding Relationship Marketing	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
Unit 12	Internet Marketing in Business	Unit 12	Investigating Internet Marketing	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
Unit 13	Recruitment and Selection in Business	Unit 13	Investigating Recruitment and Selection	Some similar content, but some people aspects come from old Unit 4
Unit 14	Aspects of Employment Law	Unit 14	Understanding Aspects of Employment Law	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
Unit 15	Development Planning for a Career in Business	Unit 15	Career Development Planning in Business	Some differences, but content similar
Unit 16	Human Resource Management in Business	Unit 16	Human Resource Management in Business	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
Unit 17	Training in the Business Workplace	Unit 17	Improving Performance in the Workplace	Some differences, but content similar
Unit 18	Managing a Business Event	Unit 18	Managing a Business Event	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
Unit 19	Developing Teams in Business	Unit 19	Exploring Team Development	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
Unit 20	Managing Physical Resources in a Business Environment	Unit 20	Managing Physical Resources	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
Unit 21	Aspects of Contract and Business Law	Unit 21	Aspects of Contract and Business Law	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
Unit 22	Aspects of Civil Liability for Business	Unit 22	Aspects of Civil Liability for Business	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
Unit 23	Aspects of the Legal System and Law-making Process	Unit 23	Understanding Aspects of the Legal System and the Law-making Process	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
Unit 24	Aspects of Criminal Law Relating to Business	Unit 24	Aspects of Criminal Law relating to Business	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
Unit 25	Supporting Business Activities	Unit 25	Working in Administration	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes

New units		Old units			Mapping/comments
Number	Name	Number	Name		
Unit 26	Managing Business Information	Unit 26	Managing Business Information		Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
Unit 27	Understanding Health and Safety in the Business Workplace	Unit 27	Understanding Legal Aspects of Administration		Combination of old Units 36 and 27
Unit 28	Business Project Management	Unit 28	Supporting Projects		Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
Unit 29	Understanding Retailing	Unit 41	Understanding Retail		Content virtually identical to old Unit 41, differences in learning outcomes and assessment criteria for QCF purposes
Unit 30	Visual Merchandising in Retail				New unit
Unit 31	Fashion Retailing				New unit
Unit 32	Food Retailing				New unit
Unit 33	The Impact of Communications Technology on Business	Unit 29	Introduction to the Internet and e-business		Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
Unit 34	Website Design Strategy	Unit 30	Website Design Strategies		Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
Unit 35	Supply Chain and Stock Management	Unit 31	Investigating Supply Chain Management		Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes
Unit 36	Starting a Small Business	Unit 37	Starting a Small Business		Content virtually identical to old Unit 37, differences in learning outcomes and assessment criteria for QCF purposes
Unit 37	Understanding Business Ethics	Unit 38	Understanding Business Ethics		Content virtually identical to old Unit 38, differences in learning outcomes and assessment criteria for QCF purposes
Unit 38	Business and the Economic Environment	Unit 39	Exploring Business and the Economic Environment		Content virtually identical to old Unit 39, differences in learning outcomes and assessment criteria for QCF purposes
Unit 39	International Business	Unit 40	Investigating International Business		Content virtually identical to old Unit 40, differences in learning outcomes and assessment criteria for QCF purposes
Unit 40	Computer Applications for Financial Management	Unit 42	Exploring Computer Applications for Financial Management		Content virtually identical to old Unit 42, differences in learning outcomes and assessment criteria for QCF purposes
Unit 41	Business Markets and the Economy	Unit 43	Business Markets and the Economy		Content virtually identical to old Unit 43, differences in learning outcomes and assessment criteria for QCF purposes



## BTEC success stories

### Beal High School

A community comprehensive school in Redbridge, London

Beal High School is a mixed comprehensive school for students aged 11–18. The school delivers a range of GCSEs and has a flourishing sixth form offering learners a diverse range of Advanced GCEs, BTEC and Diploma courses.

#### Why did you choose to run this BTEC course?

We had been running applied business courses in the sixth form for many years and they were both popular and successful. We wanted to give students a chance to experience an applied learning programme in Key Stage 4 so they would be better equipped to choose the courses in the sixth form. As BTEC offered both First and National levels, the choice was easy; we have never looked back.

#### What have you enjoyed most about the course as a tutor?

I enjoy the focus on the learners rather than the teachers; I like the scope that learners have to make decisions about which businesses they choose to investigate. They also are responsible for the pace and independence of their work.

#### How has your teaching changed since you started to deliver it?

I am happy to act as a facilitator and I do not feel the need to be in control all the time. The learners are responsible for what they produce and how they produce it. I act as a guide, but it is very much a 'hands-off' approach.

#### What changes have you observed in learners as they have progressed through the course?

Learners become more confident and more motivated as the course progresses. They see what they have achieved and know what they need to do to achieve the next level. We take small steps and gradually build up achievement, a bit like building blocks. Learners become more independent and are often telling us what they need to do instead of the other way round. Their confidence and assurance in giving presentations in front of audiences – both to those they know and also to people they don't know – improves immensely too.

#### Can you give any examples of how your learners have progressed since embarking on a BTEC course?

There are far too many to mention really, but we have many learners who do not access the curriculum in other areas who thrive on the BTEC approach. Indeed, some learners only achieve on the BTEC programmes. This enables them to progress ultimately to university, something they would have thought impossible when they were lower down the school. We currently have six learners on the BTEC National course who would not have been able to access a Level 3 course were it not for the BTEC First qualification they achieved in Years 10 and 11. Some of these learners will be hoping to progress to university.



### Coleg Powys

A further education college in Mid Wales

Coleg Powys has historically been a post-16 institution but the new 14–19 Pathways initiative in Wales has seen an increase in 14-year-old learners attending the college through collaborative work with local schools.

#### Why did you choose to run this BTEC course?

We have successfully run BTEC Nationals for four years, offering several subjects including business. We chose the BTEC Nationals when we decided to end AVCEs, as they are flexible programmes which encourage learners to challenge traditional ways of doing things and to be creative in their assignments.

#### What have you enjoyed most about the course as a tutor?

The BTEC qualifications allow tutors to design their own assignments, which encourages you to be creative while ensuring that the essential learning outcomes and assessment criteria are met.

#### How has your teaching changed since you started to deliver it?

I now make the teaching and learning far more learner-centred than I think I did before getting involved with BTEC qualifications. Once you have mastered these particular skills, the job of teaching becomes far more enjoyable.

#### What changes have you observed in learners as they have progressed through the course?

Learners undertake a significant amount of research, and I find that by the end of the programme they are accomplished at undertaking investigations. This skill will serve them well in higher education. They also become more confident and their self-esteem improves.

#### Can you give any examples of how your learners have progressed since embarking on a BTEC course?

We have had quite a few learners who have progressed from BTEC Firsts to BTEC Nationals and then on to higher education. We deliver a franchised degree programme in management and IT at the college, organised through the University of Wales, Lampeter. Recently, one of our learners, progressed from the BTEC Firsts to BTEC Nationals in Business, Retail and IT, has just graduated with a 2.1 degree from this franchised degree programme. This sums up what is possible by delivering BTEC programmes effectively.





# Getting started: planning course delivery

Good planning is the first step to successful BTEC delivery and assessment. It is the best way of making sure everything is in place and that your unit coverage is robust and achievable. This guide should help you get started.

### First things first

- Understand the structure of a BTEC unit (see page 22).
- Read and understand the specification.
- Decide whether you will teach unit by unit or if it is best to integrate unit delivery (for further guidance on this see page 18).
- Plan your programme of assignments (see page 34).

### Key areas to consider

- Resource planning, such as when you might need specialist staff, space, materials and equipment.
- Timetabling events, speakers, visits to exhibitions.
- Interim and major assessment points.
- Planning for internal verification.

## The BTEC assessment and delivery process



\* Lead internal verifiers who have passed the new OSCA2 test can seek certification of learner work for the programme(s) they manage without annual external sampling. (Some centres may be randomly sampled.)

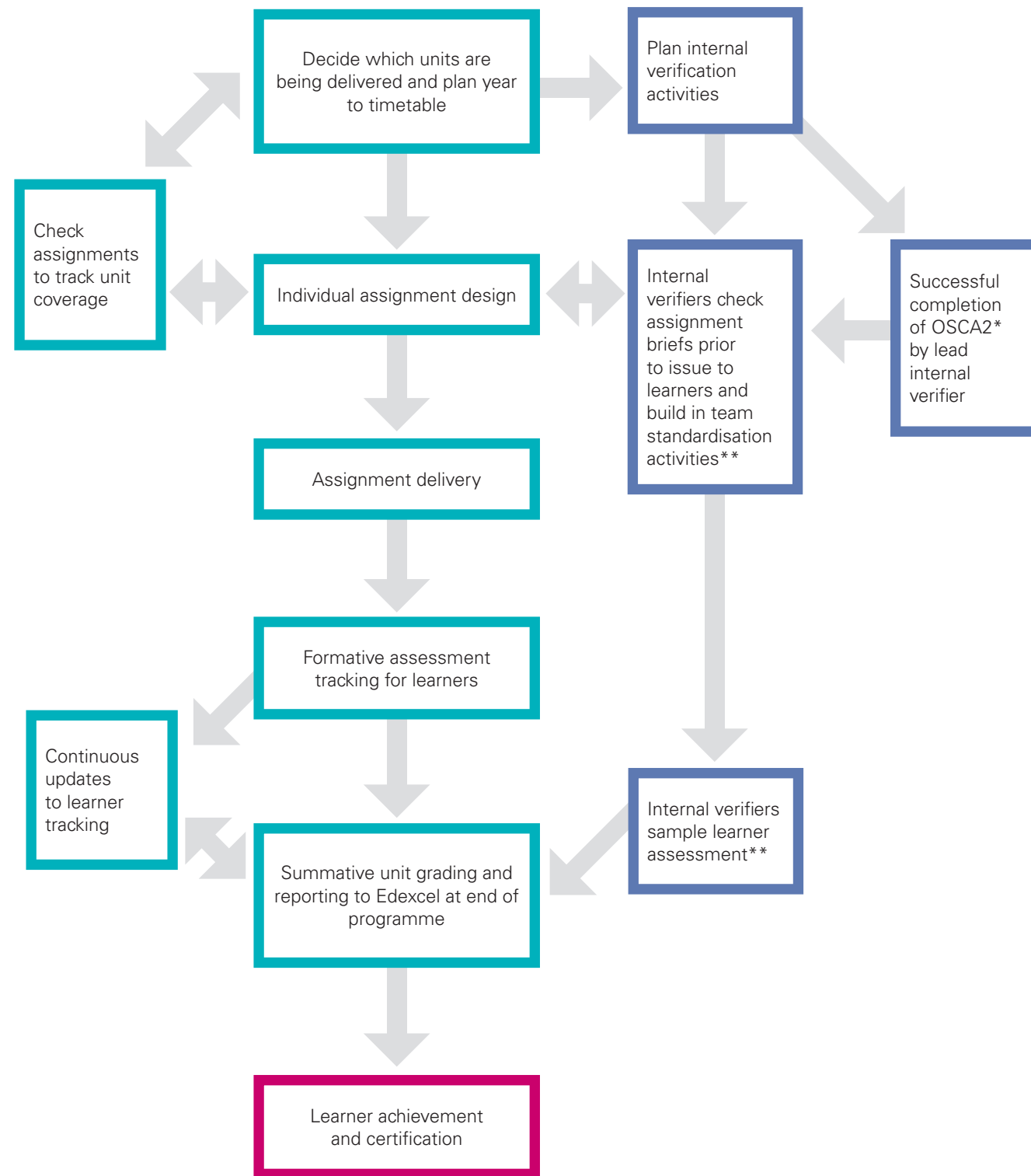
## Overview of roles and responsibilities

	Tutors/assessors	Learners	Internal verifiers*	Programme managers/ heads of department
Planning	Read the specification Work with colleagues in your department, planning the course as a team Design assignments which are suited to local and learner needs and matched to unit grading criteria Action the internal verifier's advice on planning	Manage and organise their own time to prepare evidence for assignments	Support programme planning Arrange standardisation meetings across teams and multi-sites Ensure an effective system for recording learner achievement is in place Advise programme team on any training needs	Manage the team to devise assessment programme in collaboration with tutors (assessors) and internal verifier(s) Prepare resources plan to match assignment programme Manage timetable and room allocation Organise a tracking mechanism for learner achievement
Implementing	Deliver unit content and assignments Guide learners towards approaches in gathering assessment evidence Complete observation and witness statements to support demonstration of practical skills Observe, scrutinise and record evidence of individual work within group activities Review progress of learners to give opportunities for achieving grading criteria Award unit grades when the unit has been completed and internally verified	Participate fully in learning Produce work for assessment	Provide advice and support to assessors on a regular basis Advise on opportunities for evidence generation and collection Advise on the appropriateness of assessment evidence with regard to level, sufficiency, authenticity, validity and consistency Advise on the interpretation of national standards and undertake standardisation exercise Keep records of the verification process Liaise with Edexcel assessment associate where appropriate	Take part in the programme Monitor delivery Organise regular team meetings Coordinate tutor/assessor activity Liaise with the internal verifier(s) and lead internal verifiers(s) Deal with learner issues Oversee maintenance of learner records
Internal Verifying	Action internal verifier's advice on assignment design Check authenticity and sufficiency of assessment evidence produced against grading criteria/unit content Record assessment decisions and put these forward for internal verification Action internal verifier's advice on grading decisions	Check the validity and sufficiency of the evidence with the assessor Review opportunities for achieving grading criteria Participate in self and peer assessment activities where appropriate	Check if assignments are fit for purpose Use their subject specialism to sample assignments to check the quality of assessment and to ensure that it is consistent, fair and reliable Ensure own assessment decisions are sampled when teaching on the programme	Collaborate with internal verifier(s) and lead internal verifier(s) to maintain the programme Check the validity of overall verification programme Coordinate awarding body requirements Update internal verifier team on current practice Respond to any awarding body action
Feedback	Give constructive feedback to learners and record learners' formative achievements Provide guidance for learners to enhance achievement Plan next steps with learners Record learners' summative achievements	Receive assessment recommendations and feedback from the assessor Plan next steps with the assessor	Give decisions and feedback on the sampling Ensure appropriate corrective action is taken where necessary Provide feedback on aspects of the assessment system to the programme team, senior management and Edexcel Take part in the formal stages of any appeal	Coordinate and contribute to final internal awarding meetings Oversee recording and transmission of accurate results Review the course for the year with an end-of-year report including resource and teaching evaluation Plans for the next academic year



\* Some of these functions may be undertaken by the lead internal verifier (see page 40).

**Overview of year**



\* OSCA2 is the online standardisation test that would give a lead internal verifier, and consequently the programme(s) they manage, accredited status. With this status a lead internal verifier can seek certification of learners' work during the period of that accreditation without annual external sampling. (Some centres may be randomly sampled.)

\*\* Where the centre has a lead internal verifier who has passed the OSCA2 test, this process is coordinated by them.

**Learner induction**

It is crucial that you familiarise your learners with how BTEC delivery and assessment work. Consider developing learners' understanding of:

- the specification (structure, content, grading grids, level of programme and equivalency)
- the purpose of the assignment briefs
- the relationship between the tasks given in an assignment and the grading criteria
- the way that the BTEC grading grids work in relation to their prior experience of other assessment models
- internal assessment procedures and centre policies
- the concept of deadlines and hand-in dates
- the concept of vocational and work-related learning
- learner responsibility.

**Setting expectations**

It is common practice to provide induction books for learners to sign at the beginning of the programme. These could set out your centre's expected rules and recommendations, for example adherence to health and safety legislation, and your centre's plagiarism policy. They could also contain rules and procedures about the facilities learners will use.

You might decide to show your new learners some work from previous years. This will give them a realistic idea of what is required and how assessment is carried out for a unit, and will take away some of the fear of assessment.

**Progression**

It is your duty to provide learners with clear guidance on progression and models of continued study that are relevant to their abilities. For more information on how learners might progress from a BTEC Level 3 National, please see [www.btec.co.uk](http://www.btec.co.uk).

**Edexcel's Study Skills Guides**

Edexcel publishes free study guides for BTEC Level 3 National learners. These provide guidance on:

- self-assessment of strengths so learners can identify the best way for them to learn
- time management
- getting the most from work experience and special events
- working with others
- finding and using resources
- organising, interpreting and presenting information
- making presentations
- tackling assignments (including a worked assignment from a learner perspective).



**External links**

All work-related programmes benefit from external links with the vocational sector. These links could be developed in many ways:

- provision of 'live' case study material that is company- or organisation-based
- learner visits to vocational settings
- professional input from practitioners, especially where vocational or business expertise is clearly identified in the delivery section of the units
- work placements that are specifically related to the qualification
- tutor placements to enhance vocational expertise.

Always check the vocational relevance of assignments. This can take two forms. The assignment could be designed to enable learners to acquire vocational language and skills or it could be set within a strong vocational context, such as conducting a survey of employees in a local business. Reinforce vocational language by using appropriate business terminology regularly in class.

**Forging links with businesses**

People with current business experience are invaluable in developing the programme. It is therefore very important to draw on links with businesses when running the BTEC National. The careers officer at your centre should be able to provide a list of local businesses that could be approached to assist with the programme. The first point of contact is usually with a company's human resource or training department. Some business people may be willing to be part of the course team and attend course meetings.

The local chamber of commerce is also worth contacting as members are frequently happy to participate and help learners with their studies. Other public bodies, such as the Trading Standards Institute, Business Link and other organisations associated with enterprise are usually responsive in helping schools and colleges develop successful business programmes.

Relevant work experience for business courses is relatively easy to arrange, especially if strong links are developed with local businesses. The evidence required for many assignments can be generated from good work experience. Evidence can also be usefully generated from learners' part-time work.

**Keeping up to date**

Learners should be encouraged to read the business sections of quality newspapers and trade journals.

**Career opportunities**

Throughout the programme, it is important that learners are informed of the career opportunities that exist within different business sectors.

## Good teaching practice and resources

### Staffing

All staff should be appropriately qualified to teach this course. Many tutors delivering the BTEC National in Business are qualified in the subject and have relevant vocational experience. Tutors should have subject-specific knowledge for the unit(s) they deliver.

### Familiarity with current professional practice

It is important to have knowledge of current professional practice in order to set standards within each specialist area. It is a feature of the design of BTEC qualifications that they have the flexibility to respond to National Occupational Standards in each area as current practice changes. They also offer the opportunity for innovative approaches to teaching and learning.

It is advisable that all tutors spend some time in a work placement as part of their continuous professional development to keep up to date with developments in business. This is particularly important if tutors' particular specialism is not directly related to business. BTEC National qualifications should be exciting and engaging, and learners will benefit from tutors who are able to teach with up-to-date practical experience of modern business organisations.

### Don't ignore traditional approaches to business

Although there has been significant growth in e-business, learners need to understand that traditional methods continue to be important in business. They provide the principles upon which e-business approaches are based and are therefore important for developing an understanding of business.

### Additional specialist practitioners

You may employ specialist practitioners, taking care that legal requirements are met. Where external tutors are delivering units, the internal verifier should carry out close monitoring to help ensure the quality of the assessment process.

### Awareness of learners requiring reasonable adjustment

Be aware of individual requirements and ensure that learners can achieve the unit grading criteria in all of the units that the planned programme contains. You are free to make adjustments to programme delivery to ensure that learners gain the qualification if they comply with all unit grading requirements (for more information see the panel on this page).

### Learning resources

It is essential to ensure that there is a range of current resource material to support the programme, such as textbooks, videos, magazines, journals and other publications, and access to websites.

### What is a reasonable adjustment?

Reasonable adjustments are arrangements which give a learner access to a qualification. Reasonable adjustments must be agreed at the pre-assignment planning stage and comprise any action that helps to reduce the effect of a disability or difficulty which places the learner at a substantial disadvantage in the assessment. For example, these actions might involve changing or adapting the assessment method, adapting assignment materials or using assistive technology. Reasonable adjustments must not affect the reliability or validity of assessment outcomes and they must not give the learner an assessment advantage over other learners undertaking the same or similar assignments.

### How do I apply for a reasonable adjustment for internally assessed BTEC qualifications?

For BTEC qualifications that are internally assessed centres do not need to apply to Edexcel to implement a reasonable adjustment. However, centres must only make reasonable adjustments in line with Edexcel policy and must keep a record on Form RA1, which can be found on the Edexcel website.

### Sufficient resources to meet the number of learners

Your centre signs a commitment to ensure adequate provision as part of the approval process. This must be adhered to in all cases so that learners are guaranteed the very best provision a centre can provide. Ongoing Edexcel quality assurance processes and centre risk assessment will check that the centre has sufficient resources to support the delivery of the programme and that the centre has made provision to meet any specialist resource requirements at the approval stage.

Where resources are shared, carefully assess, plan and determine the access demands of all programmes within your subject area. Every qualification will have key times when access to the necessary resources is vital for learner success. Prioritise access to computer rooms and other resources at key points within the timetable and encourage resources to be shared with other groups so that conflict is minimised.

Check the content for every unit to ensure that your resources are adequate in terms of physical equipment, computers and appropriate software and that you have well-trained staff to deliver optional units.

### Teaching space

Most aspects of a business programme only require a teaching classroom and access to computing facilities. The room needs to be spacious enough for group work and to house learning resources such as books, business journals, newspapers etc.

A business base room will be of great benefit to you and your learners. It provides a place where learner work can be displayed, alongside business posters and other relevant information. The base room also provides secure storage facilities for portfolios of work and resources, such as textbooks, journals and CD-ROMs. If there is a value placed on where learners work, they are more likely to engage with the programme.

It is common practice to provide induction books for learners to read and sign at the start of the programme. These will set out requirements in respect of adherence to health and safety legislation, as well as standard rules and procedures for the use of computing rooms.

### Tutorials, individual learning plans and independent learning

The BTEC Level 3 National in Business strongly encourages independent learning. This should be encouraged both in delivery and in the assignment setting as much as possible.

You will need to track each learner's progress and spend at least one session per term on a one-to-one basis so that you can see if any difficulties are arising with assignments and progress, and adjust deadlines as appropriate.

### Health, safety and environmental issues

Consider health, safety and environmental issues in relation to all work spaces, including IT laboratories and off-site venues for visits. In particular, you should:

- take personal responsibility for health and safety
- conduct risk assessments for all activities and all classrooms
- report any accidents and concerns.

### Awareness of legislation within vocational practice

Make learners aware of any relevant legislation for vocational practice. Be sure that you are aware of any new or pending legislation that could impact on practice.



## Planning unit delivery

BTEC qualifications are designed to be flexible in their delivery and assessment, giving you the opportunity to construct and deliver programmes to suit your resources and learners. There are two main methods of approaching qualification delivery: single unit delivery or integrated delivery.

### Single unit delivery

BTEC qualifications comprise individual units that represent clusters of learning outcomes. For many sectors, a unit-by-unit approach to delivery is a valid and appropriate method for meeting the learning outcomes and delivering the unit content within the specification. Vocational applications of knowledge gained through the unit-by-unit assignments allow learners to reflect on their practice, resulting in focused and in-depth evaluations.

### Integration of units

For other sectors, however, it is essential that learners know how the content covered by several units interrelates, as it would in the world of work. In these sectors unit delivery is best integrated, with assignment evidence mapped across two or more units. Integrated delivery is one of the distinct strengths of BTEC qualifications and can lead to a deeper practical and vocational understanding of the content.

### Delivering the BTEC Level 3 National in Business

Integrated unit delivery can be a very effective way of delivering parts of BTEC Business programmes. For example, Units 16 and 17 are both related to aspects of human resource management, and they can be delivered and assessed together.

Similarly, some units allow for co-teaching with BTEC units from other qualifications. For example, marketing units in business could be co-taught with marketing units from the BTEC Level 3 National in Travel and Tourism. This can be particularly useful if class sizes are small.

#### Referencing

Encourage learners to adopt formal referencing in their work and to take good records or notes. This is always valuable as it allows learners to return to useful sources. Try by the end of the programme to make referencing a matter of routine for learners.

Bibliographies and/or referencing methodologies can be simple or complex, depending on the capability of individuals. Remember that learners are being prepared for progression.

#### Developing research skills

Encourage learners to conduct research with real businesses. This can be facilitated through work experience, through any part-time jobs learners may have, or by accessing businesses where parents or relatives of learners work. If real business research opportunities prove hard to arrange, then aspects of the school or college business may be researched.

For the BTEC National in Business, learners will have to carry out a significant amount of research. One-to-one tutorials will allow you to work to an individual learning plan for each learner. Learners should be given clear targets for what they should read and directions for further research. Make sure that you formally record anything that you expect to be done, giving a date for submission. Always sign and date these with the learner so that there is an audit trail.

#### Applying knowledge

Theory should always underpin practice. As far as possible learners should be given the opportunity to apply practically the knowledge and understanding they have gained in the classroom.

#### Can I co-teach BTEC with Advanced GCes?

- There may be opportunities to co-teach BTEC Nationals with Advanced GCes. However, it is important that there is clear differentiation between BTEC assignments and GCE coursework.
- You must ensure that the work produced meets the BTEC unit content requirements and that sufficient coverage is not compromised.
- Remember: assessment for BTEC should be undertaken within a vocational context and must fulfil the unit grading criteria.
- Where there are a number of assessors working on a BTEC programme, they should be involved in standardisation exercises to ensure consistency of assessment decision-making.
- There must be a robust and effective internal verification process in place.

For more information about BTEC assessment and internal verification, see page 34 onwards.

### Selecting the right units

- Look to the specification for information on which units are mandatory and which are optional, and the specific rules of unit combination for each qualification (Certificate, Subsidiary Diploma, Diploma, Extended Diploma).
- Consider which units your centre is best equipped to deliver (consider staffing, expertise, resources).
- Give learners a choice of units so they might follow a course that is appropriate to their needs, abilities and interests.

### A suggested course structure

The tables here and on page 20 provide suggestions as to how you might choose to structure a BTEC Level 3 National Business course. Please refer to the specification to check other optional units available, unit credits and rules of unit combination.

In business programmes, the mandatory units should generally be delivered first as many of the optional units require a fundamental understanding of key business issues covered in these introductory units. It is possible to integrate the optional units from the start of the course if the programme team wish to do so, but this should be carefully planned so that essential content in the mandatory units is covered before corresponding content is taught on the optional units.

Try as far as possible to create links with all other units in Level 3 business programmes, as some learners find it difficult to see the business as an operational whole. Many learners treat the units in isolation and find it difficult to link, for example, human resource issues with other functional activities such as finance or marketing. It is important therefore that tutors continually draw on what is being taught in other units to explain how the different parts of a business are interrelated. Some centres select Unit 36: Starting a Small Business as an optional unit because it helps learners see a business as an integrated whole rather than as a number of unrelated parts.

#### BTEC Level 3 Certificate in Business:

two mandatory units plus an optional unit that provide for a combined total of 30 credits.

Year 1		
Term 1	Term 2	Term 3
Unit 1: The Business Environment (10 credits, mandatory)	Unit 2: Business Resources (10 credits, mandatory)	Unit 3: Introduction to Marketing (10 credits, optional)
		or
		Unit 4: Business Communication (10 credits, optional)

#### BTEC Level 3 Subsidiary Diploma in Business:

four mandatory units plus optional units that provide for a combined total of 60 credits.

Year 1		
Term 1	Term 2	Term 3
Unit 1: The Business Environment (10 credits, mandatory)	Unit 2: Business Resources (10 credits, mandatory)	Unit 3: Introduction to Marketing (10 credits, mandatory)
Year 2		
Term 4	Term 5	Term 6
Unit 4: Business Communication (10 credits, mandatory)	Unit 11: Relationship Marketing (10 credits, optional)	Unit 12: Internet Marketing in Business (10 credits, optional)





# BTEC units: a quick overview

Every BTEC unit is structured in exactly the same way, and this structure has been developed to facilitate your delivery of the course. The notes here give a quick overview. For full details of this structure please see the specification.

### Title page

The first page of the specification gives the unit title, the QCF level, the credit value and the guided learning hours (GLH)\*. It also sets out the unit aim and purpose, the unit introduction and the learning outcomes.

\* Guided learning hours (GLH) are all the times when a member of staff (such as a tutor, trainer or facilitator) is present to give guidance.



### Unit content

Lists the breadth of knowledge, skills and understanding needed to achieve each of the learning outcomes. This outlines what you should cover in your delivery and what your learners need to know.

### Assessment and grading criteria grid

The evidence that each learner must produce to achieve pass, merit or distinction. This is the most important section of each unit – units must be taught and assessed by these criteria (not the learning outcomes).

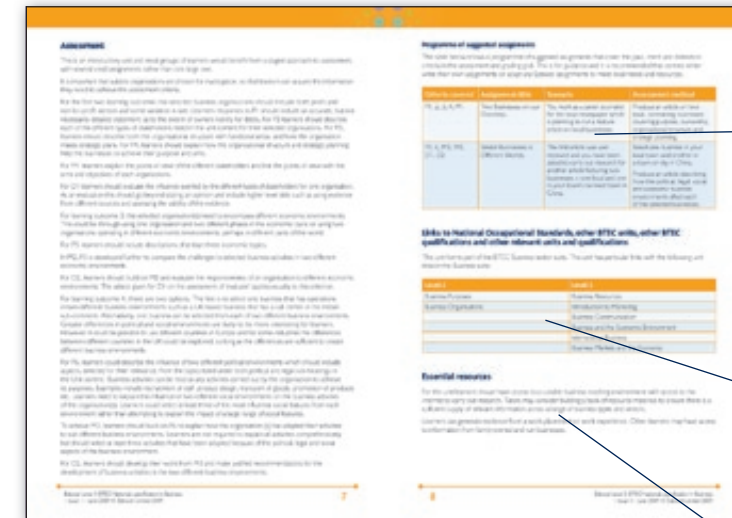


### Essential guidance for tutors

Unit-specific guidance on delivery and assessment.

### Outline learning plan

This suggests one way you could deliver the unit. Design your own learning plan to mirror your preferred delivery and assessment methods for unit coverage. (This will be crucial where a more integrated delivery profile is adopted.)



### Programme of suggested assignments

For guidance only, this table lists ideas for assignments that would cover the grading criteria. It is recommended that you write your own assignments or adapt Edexcel's to meet local needs and resources. Remember: all assignments must be internally verified by your centre before issue to learners to ensure they are fit for purpose.

### Links to National Occupational Standards, other BTEC units and BTEC qualifications

Shows opportunities for integrated delivery of units.

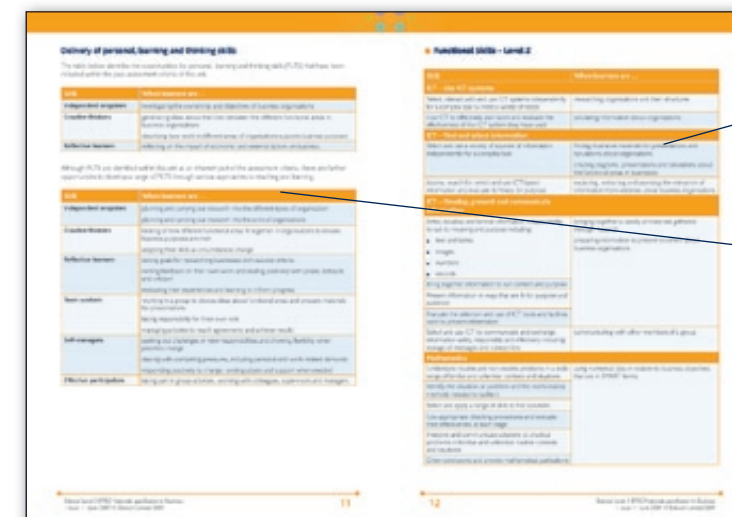


### Essential resources

Specialist resources needed to allow learners to generate evidence for the unit.

### Indicative reading, resource packs and websites

Suggested learner resource material.



### Functional skills signposting

Opportunities to generate evidence to meet the requirements of functional skills tests.

### PLTS signposting

Opportunities to develop personal learning and thinking skills within the unit.



## Developing a scheme of work

All BTEC Level 3 National units are structured in a way that should facilitate your delivery of the course. Each unit includes an **outline learning plan**. This is provided as an **example only** to illustrate just one way you might deliver that unit. This plan includes suggested assignments that will cover the unit's grading criteria.

From this outline learning plan you might then develop a more detailed scheme of work. To show how this might be done, the outline learning plan opposite is taken from Unit 1: The Business Environment. On pages 26–33 there is an example of a scheme of work for this unit.

Design your own scheme of work to factor in the needs of your learners and local resources, and to reflect the assignments that you have designed for the unit. (Always ensure that assignments – whether designed by yourself, Edexcel or others – are internally verified in your centre before use; see page 40.)

### Delivery notes

The **introductory session** could be delivered using practical activities. For example, when explaining what constitutes appropriate evidence for an assignment, learners could work in groups to identify the various methods for themselves. For more information on assignment evidence, see page 36. Learners should keep all their work in a lever arch file, which should be organised to allow both learners and tutors easy access to the material. It is well worth spending time in the introductory session showing learners how to file their work effectively.

Always try to **make your teaching as learner-centred as possible** and allow learners to experiment and test out their ideas about issues in business. Visiting speakers are able to give topics both context and realism. The programme team should endeavour to forge links with businesses, not only for the valuable input they provide through offering guest speakers but also as a possible source of work experience opportunities.

Learners should understand how **continuous assessment** works in terms of interim and formative assessment. All learners should submit interim work or show you where they are with their assignments so that you can feed back on how well they are meeting the tasks against the criteria that they are working towards. Advise learners to remain focused on providing relevant evidence to fulfil the criteria. Many learners will include unnecessary information in assignments that strays from the point of the exercise. If a learner has already met the pass criteria, you should indicate how the learner can achieve merit and distinction grades. If the pass criteria are not yet met, indicate what the learner has to do to get to the appropriate standard.

### How do I cover the content?

- Work closely with the specification document to ensure that you fully understand the coverage for each learning outcome within each unit.
- Check your content coverage against the grading criteria.
- Make sure you understand the distinction between content that must be covered and content that is optional, such as topics listed after the words “eg” in the specification – here tutors may use these examples or replace them with relevant alternatives of their own choice.
- Rather than follow the assignment ideas in the specification, it may be possible to set shorter assignments that will keep your learners engaged. Remember that your assignments must always be designed for **your** learners.
- You should consider more focused assignments that allow greater and more interesting content coverage, rather than trying to squeeze content into assignments inappropriately.
- Use a tracker sheet to plan your assignments and cross-check to see if all content is covered. See page 21 for examples of tracker sheets.

### Group work and presentations

Group work is vitally important on BTEC programmes. Provide opportunities for group work frequently throughout the course. In addition, encourage learners to make presentations to other members of the class at an early stage in the programme. These skills will certainly be of benefit in work and in higher vocational programmes. (Remember that if any group work contributes towards an assignment, learners must be able to provide evidence that they have individually met the criteria.)

### Looking out for plagiarism

Be careful with the use of the internet, as the copying and pasting of text into assignments is happening with alarming regularity. Even at this level, a plagiarism policy may be required to encourage learners to reference the work of others as far as possible. See [www.jcq.org.uk](http://www.jcq.org.uk) for advice on detecting plagiarism. On the first assignment make sure that any cut and paste evidence is rejected and learners are made to do the work in their own words. This will pay dividends in the long run.

### Outline learning plan for Unit 1: The Business Environment

Topic and suggested assignments and activities
Introduction to unit and programme
Group activity exploring the purposes and ownership of a range of local businesses
Ownership and liability issues – whole group
Visit to organisation to carry out research for first assignment
<b>Assignment 1: Two Businesses on our Doorstep</b> – report on two contrasting businesses (one business selected by a group, the other an individual choice)
Organisational structures – whole group – charts drawn for familiar organisation
Strategic planning – case study or business game
Political issues – study of topical political issues and their potential impact on business operations through a visitor, visit, video materials or case study Group exercise to identify current issues and to assess their potential impact
Legal issues – whole group – outline of business related law
Case studies of legal cases – small group exercises
Social issues – whole group – outline of social issues
Social issues – small group exercise. Each group to research one social issue such as demographics, education, gender etc and to report back to the whole class
Pair exercises on impact of social issues on different businesses (drawing on information gathered during previous exercise)
Economic issues – whole group
Supply demand business game
Small-group exercises on impact of economic changes on selected businesses (some research)
Pair exercise in following through global interdependencies for one business
<b>Assignment 2: Similar Businesses in Different Worlds</b> (feasibility study of two different markets for a business)
Tutorial support and feedback
Supervised assignment work
Non-supervised study time and completion of assignments

## Sample scheme of work for Unit 1: The Business Environment

Session	Teaching topic	Hours*	Resource checklist	Linked assessment	Core content and delivery methods
1	Introduction to BTEC National in Business and the programme  Introduction to business purposes and ownership	2 hours	PowerPoint slides  Handouts to accompany presentations  Whiteboard and flipchart	P1	Tutor presentation from the BTEC National Study Skills Guide introducing the BTEC National in Business qualification.  Group activity in which learners can decide what sort of evidence would be required to meet a range of criteria.  Tutor presentation on the meaning of business purposes and ownership.  Group activity. Provide information on four businesses, each having different purposes, for learners to discuss and identify each business's ownership structure.  Tutor receives feedback from groups. Tutor-led discussion of each group's findings.
2	Business purposes and ownership	2 hours	PowerPoint slides  Handouts to accompany presentation  Whiteboard and flipchart	P1	Tutor presentation on the various types of business purpose and ownership. A prepared presentation on this topic found on <a href="http://www.bized.co.uk">www.bized.co.uk</a> .  Group work on investigating business purposes and ownership. Provide five case studies that explore different business purposes, types of ownership and business structures. Learners should discuss and decide on the main purpose of each business, and describe each business's type of ownership.  Tutor receives feedback from groups.
3	Researching business purposes and ownership	2 hours	Internet access  Exercise sheet (involving identification and descriptions of local businesses)	P1	Exercise on the identification of local businesses. Learners work individually identifying 20 local businesses, describing their ownership and business purpose.  Tutor receives feedback from groups. Tutor-led discussion of each group's findings.
4	Ownership and liability issues	2 hours	Internet access  Whiteboard	P1	Group work researching on the internet. Ask learners to identify businesses from each of the different types of ownership categories using the internet, and to describe the liability issues for the owners.  Tutor advises and guides learners to appropriate websites, such as Tesco, Virgin, Oxfam and the UK Fire Service.  Class discussion on ownership and liability issues.
5	Class visit to a manufacturing company	2 hours	Handouts to accompany presentation  Facility to show video (if showing a company video)	P1	Presentation by a company manager on the ownership of the business and its purpose. The manager should be briefed beforehand on what to include in the presentation.  Tour of the plant.
6	Stakeholders	2 hours	PowerPoint slides  Handouts to accompany presentation  Whiteboard  Instructions for group activity  Internet access	P2, M1, D1	Who are stakeholders? Tutor presentation on different types of stakeholder and the various roles they perform.  Individual work on the role of stakeholders. Provide an information sheet on three different types of businesses for learners to identify the stakeholders of each business. Advise and guide learners as they work on this exercise.  Group research on the internet. Provide information on three different companies for learners to identify the stakeholders and decide which are the most influential in each case.  Tutor-led discussion of each group's findings.

\* Guided learning hours (GLH): all times when a member of staff (such as a tutor, trainer or facilitator) is present to give guidance ('contact time'). This includes lessons, lectures, tutorials and supervised study in, for example, learning resource centres and workshops. It also includes the time staff spend with learners observing and assessing their achievements.

Session	Teaching topic	Hours*	Resource checklist	Linked assessment	Core content and delivery methods
7	Organisational structures	2 hours	PowerPoint slides Handouts to accompany presentation Whiteboard Facility to show video/DVD	P3	Tutor presentation on the different types of organisational structure.  Individual exercise on organisational structures. Learners could draw organisational charts showing structures of organisations with which they are familiar.  Receive feedback on individual work and offer tutorials.  Show a video or DVD on organisational structures, such as Tom Peters' <i>Radically Reengineering Business</i>
8	Strategic planning	2 hours	PowerPoint slides Handouts to accompany presentation and Amazon case study Whiteboard and flipchart	P4	Tutor presentation that defines strategic planning and contrasts it with other forms of planning.  Group exercise looking at a case study about the internet retailer Amazon. Learners have to identify the key strategic drivers in the development of Amazon.com.  Receive feedback from groups. Tutor-led discussion of each group's findings.
9	Assignment 1	2 hours	Internet access	P1, P2, P3, P4, M1	Group and individual work preparing for Assignment 1. This should include initial research on the internet and in journals, books etc to identify suitable businesses for further research for the assignment.  Tutor advising and guiding.
10	Political issues: UK and China	2 hours	PowerPoint slides Handouts to accompany presentation and China case study Whiteboard and flipchart	P5, M2, M3	Tutor presentation on how political issues can impact on businesses.  Group work looking at a case study on the growth of the Chinese economy. This could be generated from the internet.  Tutor-led discussion of each group's findings on the political differences between the UK and China.
11	Political issues: UK and India	2 hours	PowerPoint slides Handouts to accompany presentation and India case study Whiteboard and flipchart	P5, M2, M3	Tutor presentation on how politics affects Indian businesses.  Group work looking at a case study on the growth of the Indian economy. This could be generated from the internet.  Tutor-led discussion of each group's findings on the political differences between the UK and India.
12	Legal issues 1	3 hours	Individual learning plan (ILP) sheets PowerPoint slides Handouts to accompany presentation and legal case studies Whiteboard	P6, M2, D2	Conduct one-to-one tutorials to provide feedback on Assignment 1.  Tutor presentation on how legal issues impact on businesses.  Small group exercise. Provide information on a series of legal cases for learners to analyse and identify the key points of law in each case.

\* Guided learning hours (GLH): all times when a member of staff (such as a tutor, trainer or facilitator) is present to give guidance ('contact time'). This includes lessons, lectures, tutorials and supervised study in, for example, learning resource centres and workshops. It also includes the time staff spend with learners observing and assessing their achievements.



Session	Teaching topic	Hours*	Resource checklist	Linked assessment	Core content and delivery methods
13	Legal issues 2	2 hours	Handouts on case study Whiteboard	P6, M2, D2	Whole group work. Provide a case study on how food labelling laws and other legal developments are affecting a food manufacturing company. Tutor-led discussion of each group's findings on the way laws affect businesses.
14	Social factors	3 hours	PowerPoint slides Handouts to accompany presentation Whiteboard	P6, M2, D2	Guest speaker from a large supermarket organisation. Brief the speaker to provide a presentation on how social factors affect the business, influencing its product range and other parts of its operations. Follow the presentation with a question-and-answer session and a discussion. Whole group exercise. Learners to identify changes in the social environment that affect the way a business operates. Tutor receives feedback on exercise. Class discussion on social factors.
15	Social issues in China and India 1	2 hours	PowerPoint slides Handouts to accompany presentation Whiteboard and flipchart	P6, M2, D2	Tutor presentation on changing social factors in the UK, such as smaller family units, increased mobility etc. Small group exercise on the social issues that impact on business activities in China and India, and in the UK. Learners should research these issues using the internet. Whole group discussion (with groups reporting back on their findings).
16	Social issues in China and India 2	2 hours	PowerPoint slides Handouts to accompany presentation Quiz questions	P6, M2, D2	Tutor presentation on the social factors that affect the way companies do business in China and India. Class discussion on the issues raised in this discussion. Quiz on social and cultural differences.
17	Further work on social issues	2 hours	Internet access Flipchart	P6, M2, D2	Pair work on the impact of social issues. This should involve internet research on a company chosen by the tutor to assess the impact of social issues on its operation. Tutor receives feedback from pairs.
18	Economic issues 1	2 hours	PowerPoint slides Handouts to accompany presentation Whiteboard and flipchart	P6, M2, D2	Tutor presentation on how economic factors affect the way a company operates and the basic rules of supply and demand. Whole group discussion.
19	Economic issues 2	2 hours	Scenarios for supply and demand game Individual learning plan (ILP) sheets	P6, M2, D2	Supply and demand business game (whole group work). Provide scenarios asking learners to forecast what will happen to supply and demand given various interventions. Tutor receives feedback and debates the results with the class. One-to-one tutorials conducted in preparation for Assignment 2
20	Impact of economic changes on business 1	3 hours	PowerPoint slides Internet access and journals	P6, M2, D2	Tutor presentation on the impact of economic changes on businesses. Pair work. Choose five different businesses for learners to research on the internet and through journals, assessing how changes in the economy can affect these businesses. Tutor should advise and clarify issues as required. The exercise may be spread over two sessions.
21	Impact of economic changes on business 2	3 hours	Internet access and journals Flipchart	P6, M2, D2	Continue the pair work from the previous session. At the end of the exercise, tutor receives feedback on pair work and leads a group discussion of the issues raised. Quiz on the impact of economic changes.

\* Guided learning hours (GLH): all times when a member of staff (such as a tutor, trainer or facilitator) is present to give guidance ('contact time'). This includes lessons, lectures, tutorials and supervised study in, for example, learning resource centres and workshops. It also includes the time staff spend with learners observing and assessing their achievements.

Session	Teaching topic	Hours*	Resource checklist	Linked assessment	Core content and delivery methods
22	Global interdependencies 1	2 hours	PowerPoint slides Handouts to accompany presentation Whiteboard	P6, M2, D2	Tutor presentation on how global companies interact, including discussion of supply chains, ownership, movement of business operations and government controls.  Whole group discussion.
23	Global interdependencies 2	2 hours	Internet access Flipchart	P6, M2, D2	Pair-work on an internet investigation into global interdependencies. Suggest a large global business for learners to research and assess its global interdependency.  Tutor receives feedback from pair work.
24	Assessment of feasibility of two different markets for a business 1	2 hours	PowerPoint slides Handouts to accompany presentation Flipchart Internet access	P6, M2, D2	Tutor presentations on respective challenges faced by businesses in different market sectors, such as cars, food, electronics etc.  Small group investigation into potential markets. Choose several markets for learners to research and assess the feasibility of a business moving into each market.  Tutor receives feedback from groups.
25	Assessment of feasibility of two different markets for a business 2	2 hours	PowerPoint slides Whiteboard and flipchart	P6, M2, D2	Visiting speaker from the local chamber of commerce to provide a presentation on doing business in Asia. The speaker should be briefed beforehand on what to include in the presentation.  Followed by a question-and-answer session.
26	Assessment of feasibility of two different markets for a business 3	2 hours	Whiteboard and flipchart Internet access	P6, M2, D2	Group work on a case study on the assessment of markets in preparation for Assignment 2. Learners to identify and research the feasibility of two different markets for a business.  Tutor should advise and clarify issues as required. Tutor receives feedback from groups at the end of the exercise and then leads a class discussion
27	Assignment 2 and study/revision session	2 hours	Whiteboard	P5, P6, M2, M3, D1, D2	Learners working individually and in groups carrying out preparatory work for Assignment 2. Tutor guides and advises as required.
28	Course review	2 hours	End-of-unit questionnaire		Focus groups.  Issuing and completion of end-of-course questionnaire
<b>Total guided learning hours</b>		<b>60 hours</b>			

\* Guided learning hours (GLH): all times when a member of staff (such as a tutor, trainer or facilitator) is present to give guidance ('contact time'). This includes lessons, lectures, tutorials and supervised study in, for example, learning resource centres and workshops. It also includes the time staff spend with learners observing and assessing their achievements.

## Assessment and grading

Learners work through BTEC units by participating in the learning programme and tackling the assignments you set for them. The ultimate aims in the setting of assignments are to cover the grading criteria for each unit and to set learning within a vocational context. (Full guidance on assignment design can be found on page 36.)

### Tell me more about assignments

The number of assignments for each unit will vary. It is up to you how you decide to cover the grading criteria for each unit. Take into account the ability of your cohort of learners, the requirements of the unit itself, local resources and, not least, your imagination as tutor.

There are drawbacks in setting both too few and too many assignments. If you set **too few** assignments (by, say, adopting the one-off project approach), you can place too much reliance on large pieces of evidence that may only be available late in the programme. These large assignments can be hard to assess and difficult to put right if things go wrong.

**Too many** assignments can put a burden on both you and your learners. This can lead to fragmentation of the unit. The unit content, outcomes and grading criteria have generally been produced to provide a coherent package. As such, the assignments should, wherever possible, maintain the coherence and links between the outcomes and grading criteria of the unit.

Learners should benefit from short sharp assignments, which provide vocational language and understanding

	September	October	November	December	January
Unit 1	Assignment 1	Assignment 2			Assignment 7
Unit 2			Assignment 4		
Unit 3		Assignment 3		Assignment 6	
Unit 4			Assignment 5		

### Kick-starting an assignment

The most successful assignments are often those which require learners to visit and undertake research on business organisations. Even better is where learners use their work experience or part-time employment to generate evidence for their assignments.

If learners are disengaged and reluctant, initial assignments can relate to businesses that they may be interested in, such as professional football clubs, the music industry or businesses making or retailing designer clothes.

plus specialist techniques, media and processes, before embarking on assignments that allow them to apply their knowledge and understanding. This will enable them to build creative skills, personal confidence and expertise before progressing on to the next stage of their careers.

Your delivery can be through **differently paced** assignments, with some designed for learners to complete in a short space of time and others scheduled to be completed over the course of a half or whole term. You are free to change the pace of your delivery to surprise learners by breaking up an assignment that has gone stale with one that is short and sharp.

Remember: all assignments must be internally verified before issue to learners.

It is good practice to provide learners with a list of assignment deadlines over the period of study. This will help learners to manage their workload. The table below shows part of an example assignment plan (the table could be extended to cover two years).

### Building a portfolio of evidence

Encourage your learners to compile a portfolio of evidence to meet the grading criteria for each unit. It is important that learners have the opportunity early on in the course to develop portfolio-building skills, so that they can manage and organise their evidence.

### What about grading?

Learners need to provide evidence to meet the grading criteria shown in the unit specification.

- To **pass** a unit, every pass criterion needs to be achieved.
- To gain a **merit**, all the pass and merit criteria need to be achieved.
- To gain a **distinction**, all the pass, merit and distinction criteria need to be achieved.

See the specification for information on how unit grades are converted to points to calculate an overall grade for the course. Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

#### Each criterion generally begins with an operative verb, for example:

- Pass = describe (what)
- Merit = explain (how)
- Distinction = justify/evaluate (why)

It is crucial that these same operative verbs are used in the wording of assignment tasks to yield correct evidence from the learner to meet each criterion.

For full information on grading, see the specification.

Each assignment must cover part or all of the grading criteria in the unit's assessment and grading grid. This will be dependent on the nature and size of the individual assignment, and on how it relates to the content of the unit (or units, if you are integrating unit delivery through assignments).

The grading grid for Unit 1 has a total of 11 pass, merit and distinction grading criteria. The programme of suggested assignments recommends that the unit is covered by two large linked assignments covering P1,

P2, P3, P4, M1 and D1, and P5, P6, M2, M3 and D2 respectively. If this unit is delivered first, then it may be advisable to break the first assignment down into smaller assignments consisting of just the pass criteria. It is up to you to decide whether to include the merit and distinction criteria in these early stages or to introduce them into later assignments once you are happy that the building blocks of understanding and application have been achieved.

When the criteria include the assessment of skills or knowledge and understanding that cannot always be evidenced in writing, the use of observation sheets or witness statements is advised – preferably with the unit criteria printed out so that accurate judgements can be made against these criteria. All documents of this nature should be signed and dated to form an authentic audit trail within the learner's assessment profile. For more information about the use of observation and witness statements see page 37.

### Working towards merit and distinction

As the programme progresses some learners may struggle to achieve the merit and distinction criteria. It is important that in giving feedback on assignment work you clearly show learners what they need to do to improve in order to achieve the merit and distinction criteria.

### Tracking learner achievement

There is an example of a learner tracking grid on page 21. These types of grid enable you to keep a record of learners' progress during the course. If your unit delivery is integrated with other units, the grids facilitate your tracking of which assignments have covered which grading criteria.

It is important that assessors, internal verifiers and external verifiers have easy access to learner evidence for each of the unit grading criteria. The evidence must be clearly referenced and annotated in each learner's portfolio.



## Assignment design

Assignments must be designed to motivate learners and to allow learners to achieve specified unit grading criteria in vocational contexts, and must call on learners to produce varied forms of evidence.

When designing assignments it is possible to:

- have one assignment brief to assess all the grading criteria of a unit
- have two or more smaller assignment briefs for a unit
- allow assessment of criteria from one unit to be integrated with assessment of criteria from another unit.

### The assignment brief must include:

- the title and level of the qualification
- the title and number of unit(s) under assessment
- the title of the assignment
- the date the assignment is set (start date)
- submission/assessment date(s)
- the name of the assessor(s)
- the name of the learner
- space for the learner to sign to confirm the work is their own.

In addition to this the use of interim/milestone assessment dates is recommended – especially where assignments cover a number of criteria. It is essential that assignments have a suitable timescale.

### The scenario

The assignment should be based within an **interesting vocational scenario** so that learning can be applied to the real world of work.

### The tasks

Each assignment is divided into tasks: detailed descriptions of the activities learners will undertake in order to produce evidence to meet the unit's grading criteria and complete the assignment. Each task should:

- specify the extent and nature of evidence that learners should present
- be clear, specific, time-bound, stepped, relevant and realistic
- address the grading criteria they target, paying careful attention to the operative verb of each criterion ('describe', 'explain', 'evaluate' etc)
- reference the grading criteria they address
- be presented in learner-friendly, engaging and inspirational language; they should not simply repeat the grading criteria
- where possible, address the grading criteria in full (do not split a criterion across more than one task).

### Evidence

Clearly state what learners are expected to provide as evidence for each task. Forms of evidence can include:

- recorded discussions
- log books/diaries
- artefacts
- presentations
- performance and role plays
- brochures, leaflets and posters
- case studies
- web-based material (websites, blogs, VLE, podcasts etc)
- reports
- written investigations
- annotated photographs
- promotional material
- work-based evidence.

For evidence that is not written, observation records or witness statements can be completed. See opposite and pages 38–39.

### Assessment and grading criteria

- The assignment must state exactly which assessment criteria are being addressed.
- Centres **must not** rewrite any aspect of the unit's assessment and grading criteria nor add their own centre-devised criteria.
- Centres may provide additional guidance, explaining assessment criteria requirements in learner-friendly language, but the exact wording of the published criteria must appear on the assignment.
- An assignment can have one unit as the main focus, but learners may also be producing evidence towards other units as well.

### Local needs

Assignment briefs should always be developed and adapted to meet the needs of learners at your centre and to take account of your centre's resources. They must also be checked by someone in your centre (internally verified) to ensure they are fit for purpose **before** they are given to learners (for more information on this see pages 40–41).

The assignment brief will often need to be supplemented with further information, for example:

- a demonstration
- handouts
- videos or DVDs
- references to books
- references to websites
- visits to source primary research materials within the locality of your centre
- visits to businesses, public sector organisations and charities
- talks by guest speakers from private businesses and the public sector.

An example of an assignment brief can be found on pages 48–49.

### Learner responsibility

Learners need to take responsibility for completing their assignments. Many centres have instigated learner agreements or contracts which learners sign to commit themselves to meeting all deadlines and the other demands of completing their programme. Learners need to produce assessment evidence that is all their own work – plagiarism can be an issue. It is important that learners are instructed on the correct use of referencing. For more information, see Edexcel's *Centre Guide to Managing Quality: Policies, Procedures and Practice*.

### Engage your learners

The most successful assignments will engage and excite learners to take responsibility for the progress of their own learning.

### Observation records

An observation record is used to provide a formal record of an assessor's judgement of learner performance (for example, during presentations, practical activity, performance, role play) against the targeted grading criteria. The record:

- will relate directly to the grading criteria in the unit specification
- may confirm achievement or provide specific feedback of performance
- will provide primary evidence of performance
- will be sufficiently detailed to enable others to make a judgement as to quality and whether there is sufficient evidence of performance.

Observation records should be accompanied by supporting additional evidence. This may take the form of visual aids, video or audio tapes, CDs, photographs, handouts, preparation notes, cue cards, diary records, log books and/or peer assessment records. Observation records should also:

- note how effectively these were used to meet the assessment criteria
- record the assessor's comments
- be evidenced in a learner's portfolio when assessment is carried out through observation, together with relevant supporting evidence
- be completed by the assessor, who must have direct knowledge of the specification to enable an assessment decision to be made
- be signed and dated by the assessor and the learner
- also include the learner's comments.

An observation record can have greater validity than a witness statement since it is capable of directly recording an assessment decision without reference to others.

### Witness statements

A witness statement is used to provide a written record of learner performance (process evidence) against grading criteria. Someone other than the assessor of the qualification/unit may complete it. This may be an assessor of a different qualification or unit, a work placement supervisor, a technician, a learning resources manager or anyone else who has witnessed the performance of the learner against given assessment criteria. It can be someone who does not have direct knowledge of the qualification, unit or assessment criteria as a whole but who is able to make a professional judgement about the performance of the learner in the given situation.

The quality of a witness statement is greatly improved, and enables the assessor to judge the standard and validity of performance against the assessment criteria, if:

- the witness is provided with clear guidance on the desirable characteristics required for successful performance by including a checklist
- the grading criteria are present on the witness testimony (this may need further amplification for a non-assessor)
- the learner or witness also provides a statement of the context within which the evidence is set.

The witness statement does not confer an assessment decision. The assessor must:

- consider all the information in the witness statement
- note the relevant professional skills of the witness to make a judgement of performance
- review supporting evidence when making an assessment decision
- review the statement with the learner to enable a greater degree of confidence in the evidence
- be convinced that the evidence presented by the witness statement is valid, sufficient and authentic.

When a number of witnesses are providing testimonies:

- every witness testimony should be signed and dated by the witness
- information of their job role/relationship with the learner should also be available.

These details add to the validity and authenticity of the testimony and the statements made in it. Centres should note that witness testimonies can form a vital part of the evidence for a unit(s) but they should not form the main or majority assessment of the unit(s).

Example forms for observation records and witness statements are given on pages 38 and 39 and can be modified to show a centre's own logo. They are available in Word on the CD-ROM in your Specification Pack.

### Observation record (by tutor)

Learner name			
Qualification			
Unit number and title			
Description of activity undertaken (please be as specific as possible)			
Assessment and grading criteria			
How the activity meets the requirements of the assessment and grading criteria			
Learner signature		Date	
Assessor signature		Date	
Assessor name			

### Witness statement (by external observer)

Learner name			
Qualification			
Unit number and title			
Description of activity undertaken (please be as specific as possible)			
Assessment and grading criteria			
How the activity meets the requirements of the assessment and grading criteria, including how and where the activity took place			
Witness name		Job role	
Witness signature		Date	
Learner signature		Date	
Assessor name			
Assessor signature		Date	

## Internal verification of assignment briefs

Internal verification is a quality assurance system you must use to monitor assessment practice and decisions. It is there to ensure that:

- assessment and grading are consistent across the programme
- assignment briefs are fit for purpose
- assessment decisions accurately match learner work (evidence) to the unit grading criteria
- standardisation is a feature of centre assessment practice.

All assignment briefs must be internally verified **before they are issued** to learners. The internal verification should be done by a tutor who is vocationally competent and who understands the BTEC Level 3 Nationals in Business units. This is to ensure that:

- the tasks and evidence will allow the learner to address the targeted criteria
- the assignment is designed using clear and accessible language
- learners' roles and tasks are vocationally relevant and appropriate to the level of the qualification
- equal opportunities are incorporated.

The system used to do this is a matter for individual centres. Edexcel fully supports the use of the centre's own quality assurance systems where they ensure robust internal standardisation.

Internal verification of assignment briefs should always be reported and recorded. If action is required, the assessor

should complete this and return it to the internal verifier for sign-off. Once the assignment is verified as fit for purpose, it may be issued to the learners.

Internal verifiers are advised to use the paperwork that is available on the CD-ROM in the Specification Pack (see the example on page 50) as this meets all Edexcel requirements.

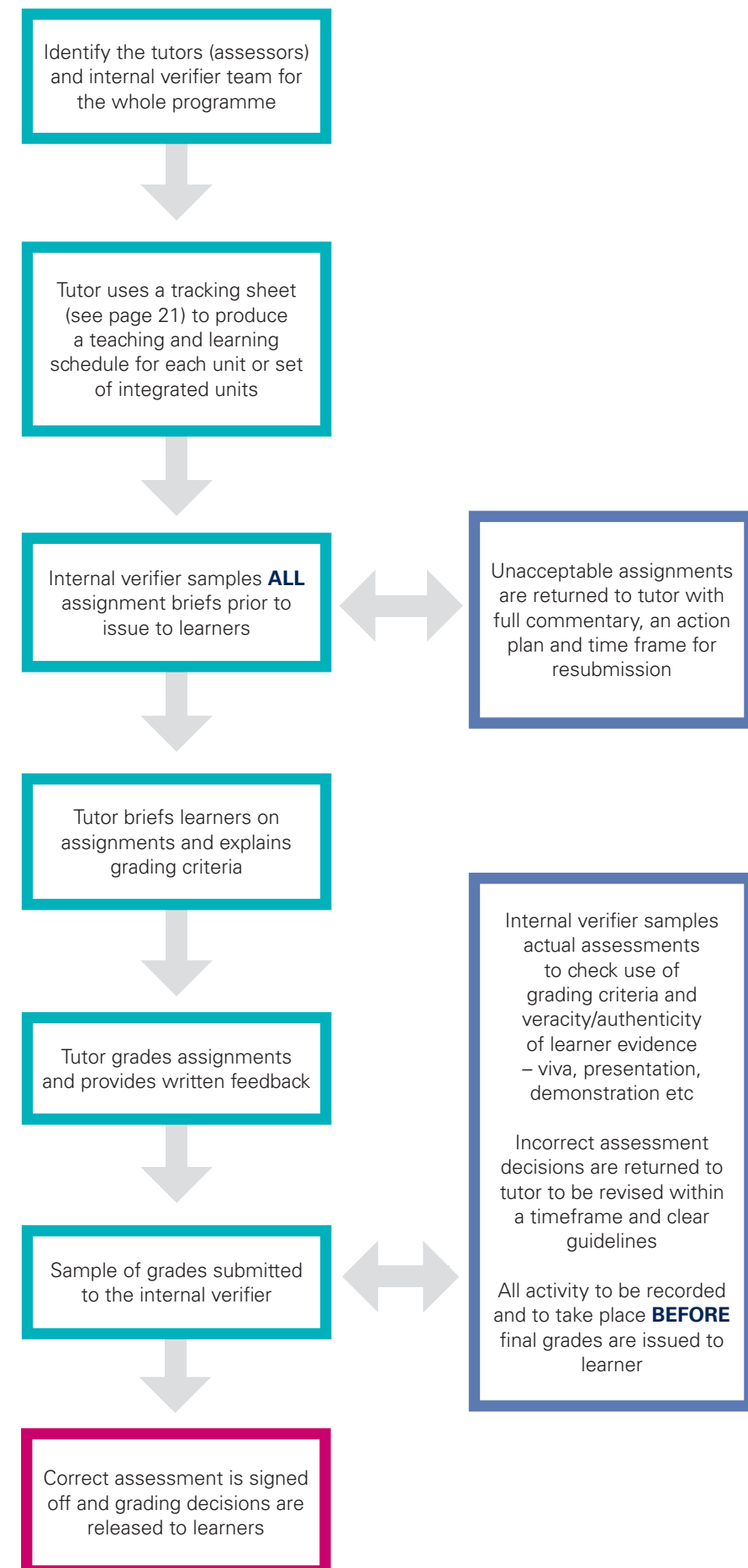
Internal verification is to be seen as a supportive process. If an assignment brief is not fit for purpose, the internal verifier should return the assignment with appropriate comments. There should be a deadline set for the amendments to be made and, when all is approved, the documents should be signed and dated to give the team an auditable document. Tutors can engage in professional discussions where there is disagreement so that all standards and decisions are shared and understood.

### Lead internal verifiers

Each group of programmes has a lead internal verifier who coordinates the work of other internal verifiers and offers leadership on issues of internal standardisation and related training. The lead internal verifier will be expected to gain accreditation via the Edexcel online OSCA2 test. The achievement of this test will permit release and certification of learner attainment. For more information on becoming a lead internal verifier, see [www.btec.co.uk](http://www.btec.co.uk). (Some programmes may be subject to annual sampling prior to release and certification of learner attainment.)

For an example of an internal verification form for assignment brief, see page 50.

## Procedure for internal verification





## Grading an assignment

When designing an assignment it is key that you set the level of expectation for learners and provide guidance related to the kinds of evidence that they should be producing. Assignments will not, ideally, require a uniform response, otherwise you will have difficulty in assessing across the range of grading criteria – differentiated learning would be constrained. Learners should have the freedom to develop their own responses within the demands of the learning outcomes and grading criteria.

When grading an assignment it is good practice to use a form such as that shown on page 58 (this is available on the CD-ROM in your Specification Pack). Alternatively, you can devise your own assessment record sheets, but these should always allow space for feedback to learners on their performance against the criteria. It is also good practice to have space for learners to comment on their own work. It is important to give learners positive feedback that tracks and records their learning journey and achievement but also identifies areas for improvement. This is very valuable for learners who have missed criteria and need further encouragement and direction to achieve these criteria.

Learners normally receive feedback after each assignment has been assessed and internally verified.

### Maximising learner achievement

Unit grades need not be submitted to Edexcel until the centre wishes to claim certification. Learners should have every opportunity to obtain the best unit grades they are able to achieve.

Learners could be encouraged to tackle criteria that they have missed or areas in which they are weaker in understanding and achieving via newly designed assignments. Mini-assignments or a second opportunity to meet the criteria in a fresh way are good educational practice. Newly designed assignment briefs must be internally verified before issue to learners.

### Key points

- **Always use the specification document** and cross-reference learner evidence to the learning outcomes, unit content and the unit's assessment and grading grid to ensure that the criteria specified in the assignment are fully met. For merit and distinction grades, the decisions should not be based on the quantity of evidence presented but on its quality (in meeting the criteria).
- **The guidance section of each unit specification will assist you** in reaching a decision. Delivery teams will find that standardisation prior to major unit assessment will be very useful in setting the standard of individual assessors' decisions. Use of a sample of learner work across the grade boundaries, especially if there are 'cusp' decisions, is the best way of setting the team standard. This activity builds confidence among the assessor team. A post-standardisation session can be very useful for further discussions on the quality and standard of the work that has been assessed, and it provides an opportunity for internal verification to take place before grading decisions are confirmed to learners.
- **Good feedback can identify the way that learners can achieve a higher grade**, and positive feedback will assist learners who may be diffident about gaining more than a pass grade, which is a common problem with learners who are only prepared to do the bare minimum to pass. Assessors can encourage learner self-esteem and confidence by setting clear expectations. The feedback section can also provide learners with an individual learning plan, giving clear targets for completion, dates and deadlines.

### Improving grades

In general, BTEC units expect a gradual improvement in grades over the progress of the course as learners become more familiar with the degree of independence and self-responsibility that is required to meet the higher grading criteria.

For an example of a graded assignment, see page 58.

## Internal verification of assessor's comments

Once assignments have been graded, the internal verifier should sample these to ensure that the assessor is:

- conducting assessment in a fair and equitable way
- using the specification document
- using grading criteria
- checking the veracity and authenticity of learner evidence through vivas, presentations, demonstrations etc.

Internal verifiers can give their feedback using a form like the one shown on page 59.

Centre teams can hold standardisation sessions to establish the veracity and accuracy of the team's assessment decisions.

Any incorrect assessment decisions will be returned to assessors to be revised within a timeframe. Where the internal verifier deems the assessment decisions to be invalid, there must be dialogue between assessor and internal verifier to discuss the issues raised. This dialogue should be documented on the internal verification form together with the action to be taken and the resulting grading outcome. There must be a clear audit trail of the closing of the 'quality loop'.

All activity should be recorded and should take place before final grades are issued to learners.

For an example of an internal verification form for an assessor's decisions, see page 59.

## Frequently asked questions

### How many assignments should there be?

As many as are necessary to assess the unit. Determine the most appropriate assessment strategy for the unit, taking into account the ability of your cohort of learners, the requirements of the unit, local resources and your imagination as tutor.

If you set too few assignments (by, say, adopting the one-off project approach), you can place too much reliance on large pieces of evidence that may only be available late in the programme. These large assignments can be hard to assess and difficult to put right if things go wrong.

Too many assignments put a burden on both you and the learners. This can lead to fragmentation of the unit. The unit content, outcomes and grading criteria have generally been produced to provide a coherent package. As such, the assignments should, wherever possible, maintain the coherence and links between the outcomes and grading criteria of the unit.

### When should assignments be set?

There are two issues here when considering timing. First, be aware of the possibility of assessment overload – when there is a bunching of assignment deadlines across a number of units at any point in the programme. To avoid overload, detailed planning needs to take place at programme level to spread the assessment load. Second, there is the issue of identifying the most appropriate place within the unit for the assignment. This will be determined by a combination of the nature of the unit and the way the outcomes link together plus the overall approach taken to teaching and learning.

As a third consideration, if you are aware of the timing of external quality checks, it is good to prepare for this early in the year by setting some assignments and assembling all learner work. This will take away any pressure on your delivery and assessment.

### Can tests be used?

Any valid method of assessment can be used, and this includes tests in the appropriate place. However, the assessment must be made against the grading criteria set within the unit, and this equally applies to tests as well as any other method. The overriding issue is the need to prepare assessment instruments that are fit for purpose, challenging, vocationally relevant and provide a vocational focus that will interest and engage the learner.

### Pacing your learners

A developmental delivery pattern where one task or assignment supports others will assist your learners to develop their confidence and understanding and to show them that they can deliver to the higher-grade criteria in a consistent and complex manner. Some learners with limited ability may only achieve consistent pass level results, but you should also see a definite improvement in the quality of their work.

Using Unit 1: The Business Environment, as an example, the outcomes and assessment criteria can be covered either through two large assignments, as shown in the unit specification, or through a number of assignments dealing with smaller bite-sized chunks, which may be more appropriate if this is going to be the first unit.

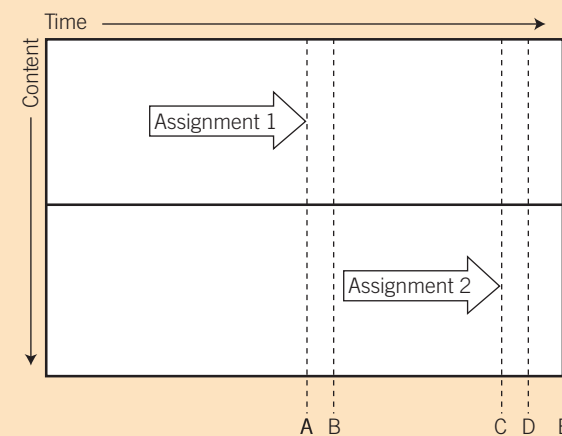
### What if the work is handed in late?

Deadlines are an important aspect of any work. In general, time deadlines should be given for the end of the unit. Centres need to inform learners about their policy towards late work. If a learner hands in work late without prior negotiation, then the centre may decline to mark it. If the centre marks the work, then all grades applicable to the unit must be considered. In this case, the learner must not be punished for late work. As these programmes are vocational, some assignments will not permit late submissions, such as those that involve the performance to an audience or production of a newspaper.

### How can learners be encouraged to achieve more than just a pass?

The assignment design, guidance and support are all important factors in getting learners to achieve at the highest possible level. It must be recognised that learners do have choice and, if they make a conscious and informed choice to only achieve at pass level, then there is probably very little anyone can do. However, experience shows that learners who become fully engaged in their BTEC programme – understanding its interim and varied assessment model, the importance of tutorials and clear recording of grading criteria that they have achieved – will be encouraged and will aim higher.

### Example of an assessment plan for two assignments



The first assignment covers the first outcome and has an initial deadline for feedback indicated at A. If this deadline is met, the work is reviewed and detailed feedback provided to learners at B. Learners can then rework the evidence, based on the feedback provided, and resubmit for final assessment at E.

The deadline for feedback on assignment 2 is C, with feedback at D and final submission for assessment also at E. To encourage learners to meet the deadlines, work submitted after point B will only be assessed and then returned with feedback at D. Learners' work is only ever double handled using this process but it does provide learners with an opportunity to reflect on their work and achieve at the highest possible level.

Concerns about the advantages in this system for those learners who take more time to achieve are balanced out by the advantages gained by the informed feedback and, possibly, the removal of the work burden for those who meet deadlines. What this system does achieve is that it encourages learning based on sound assessment decisions.

### What if a learner doesn't achieve a pass?

Feedback and support should be provided to ensure that the learner is aware of any failings in the work presented for assessment and then given the opportunity to rectify these failings through some means (such as reworking material, taking advantage of a further assessment opportunity etc).

If the learner has not attempted assessment, then the programme team could indicate that the unit/course had not been completed by the learner, and in such cases the qualification certificate would be withheld.

### How many times can a learner rework or resit an assignment?

The issue here is the validity of the assessment instrument. If a learner is simply going round and round on a single task or activity brief, then the validity of the assessment must come into question and the tutor should consider the need for an alternative assessment instrument.

If the assignment is prompting learning, then that is what the course is about in the first place, and therefore rework is to be encouraged whenever applicable.

The final assessment evidence simply needs to be a valid and reliable measure of the learner's current level of achievement against the outcomes and criteria of the unit.

### Improving grades

Lack of achievement can usually be attributed to poor attendance and the production of inadequate work – or the failure to produce any work – for assessment. Ongoing assessment through teaching tutorials, crits and portfolio reviews using the unit grading criteria can highlight weaknesses in performance. These can be addressed through individual learning plans, which should be set with clear targets for activities and deadline dates for presentation.

## A sample assignment

A sample assignment follows for **Unit 1: The Business Environment**.

**All assignments you set for your learners must be internally verified**

It is intended that sample assignments are used as examples of good practice. However, they may not be entirely appropriate for every learner in every centre. You are advised to make suitable amendments to sample assignments in response to your own centre's requirements to meet the needs of your learners. All sample assignments used, whether amended or not, must be internally verified by a suitable person at your centre.

This assignment is a modified version of the first of the two assignments outlined in the programme of suggested assignments in the unit specification. In the specification, the suggested assignment covers grading criteria P1, P2, P3, P4, M1 and D1. If this is the first unit delivered in the course and the first assignment that learners undertake, then it may be appropriate to split the assessment of these criteria by creating two assignments, the sample assignment presented here and a shorter assignment covering P3 and P4. The latter might ask learners to examine the internal organisation of two businesses and to consider how these relate to the fulfilment of their respective purposes.

In the sample assignment that follows, the four tasks (covering P1, P2, M1 and D1) are based around a scenario in which the learner is a junior researcher working for a business magazine. In this capacity, the learner has to prepare background material for a reporter who is planning a feature on two contrasting business organisations with a presence in the local area. The unit guidance suggests that the organisations 'should include both profit and not-for-profit sectors and some variation in size', however any two organisations may be chosen for this assignment as long as they are sufficiently different in size, ownership or purpose. The most important consideration is that the businesses selected are accessible to the centre and to the learners, so that

information from multiple sources and personal contacts may be obtained. Remember: you may modify the scenario as you wish, or indeed create an entirely different scenario and assignment(s), so long as you cover the unit's grading criteria.

You could invite two guest speakers in to provide background for Task 1 (for P1). The speakers could be briefed to ensure that they cover the purpose and ownership of their respective organisations. These guest speakers could also talk about the stakeholders of their organisations (for Task 2, P2) and discuss the contrasting points of view of different stakeholder groups, comparing, for example, the concerns of trade unions with those of shareholders. Encourage learners to ask questions about the relative importance that each organisation attaches to each stakeholder group. Learners should supplement the information provided by the guest speakers with material obtained from other research, to provide sufficient information to answer the assignments.

Allow learners to select other businesses to study for this assignment if they so wish. They might choose a business in which they have a particular interest, perhaps from the music, electronics, fashion or sport industries. BTEC programmes are intended to be flexible: so long as the grading criteria are covered, assignments can be designed in any way to make the learning as interesting and fun as possible.

**All learners are different and will approach their assignments in different ways**

The sample assignment that follows shows how one learner answered a brief to achieve pass, merit and distinction level criteria. The learner work shows just one way in which grading criteria can be evidenced. There are no standard or set answers. If your assignment is fit for purpose, and if your learners produce the required evidence for each task, then they will achieve the grading criteria covered by the assignment.

## Sample assignment front sheet

This front sheet must be completed by the learner where appropriate and included with the work submitted for assessment.

Learner name		Assessor name	
Peter Drake		Mr J Morris	
Date issued	Completion date	Submitted on	
10 November 2010	10 December 2010	9 December 2010	
Qualification		Unit	
BTEC Level 3 Diploma in Business		Unit 1: The Business Environment	

Assignment title	Two contrasting business organisations
In this assessment you will have opportunities to provide evidence against the following criteria. Indicate the page numbers where the evidence can be found.	

Criteria reference	To achieve the criteria the evidence must show that the learner is able to:	Task no.	Page numbers
P1	describe the type of business, purpose and ownership of two contrasting businesses	1	1-2
P2	describe the different stakeholders who influence the purpose of two contrasting businesses	2	2-3
M1	explain the points of view of different stakeholders seeking to influence the aims and objectives of two contrasting organisations	3	3-5
D1	evaluate the influence different stakeholders exert in one organisation	4	5-6

Learner declaration	
I certify that the work submitted for this assignment is my own and research sources are fully acknowledged.	
Learner signature: Peter Drake	Date: 9 December 2010



## Sample assignment brief

<b>Unit title</b>	Unit 1: The Business Environment
<b>Qualification</b>	BTEC Level 3 Diploma in Business
<b>Start date</b>	10 November 2010
<b>Deadline date</b>	10 December 2010
<b>Assessor</b>	Mr J Morris

<b>Assignment title</b>	Two contrasting business organisations
-------------------------	----------------------------------------

### The main purpose of this assignment is to:

enable you to describe the different types, purposes and ownership of businesses and to evaluate the influence exerted by stakeholders.

### Scenario

You work as a junior researcher for a business magazine and you have been asked to prepare background material for a reporter who is planning a new feature article. The reporter wants to focus on two contrasting business organisations with a presence in your local area, and has asked you for information on them, covering their purpose, ownership and the roles of different stakeholders.

### Task 1

You need to select two local organisations for your research. One should be a small organisation. Preferably, one should be in the public sector and the other in the private sector. These two organisations must have a presence in your local area, although this could just be a branch (or shop or office) of a larger organisation.

Describe each business according to its type, purposes and ownership. Does it belong to the public, private or not-for-profit (voluntary) sector? Is it local, national, or international? What about its business activities: does it belong in the primary, secondary or tertiary sector? What are its business purposes, in terms of products and services, and how does the business interact with its customers? Describe the type and structure of the business's ownership, and the implications of this for the way it does business.

**This provides evidence for P1**

### Task 2

Every business has several stakeholders who influence its operations in different ways and to varying degrees. For both your businesses, identify and describe the different stakeholder groups. Consider customers, employees, suppliers, owners, trade unions, employer associations, local and national communities, and governments. You may present the results of your research in the form of a table if this appropriate.

**This provides evidence for P2**

### Task 3

Individual stakeholders (or stakeholder groups) have different points of view about the businesses in which they have an interest and the way they conduct their activities. They will want to influence the aims and objectives of the organisation. Explain the different points of view of the stakeholders in your two organisations.

**This provides evidence for M1**

### Task 4

Now concentrate on just one of your chosen businesses. Carry out an evaluation of the nature and degree of the influence exerted by different stakeholders in that organisation. You will need to use evidence from different sources. You will have to make judgements about the relative importance of different stakeholders in terms of the nature and degree of the influence they exert.

**This provides evidence for D1**

### Sources of information

#### Journals

*Business Review Magazine* (see [www.philipallan.co.uk](http://www.philipallan.co.uk))  
*The Economist* (see [www.economist.com](http://www.economist.com))

#### Websites

Business education website (for learning materials and quizzes) [www.bized.ac.uk](http://www.bized.ac.uk)  
 BBC Business website [www.bbc.co.uk/business](http://www.bbc.co.uk/business)  
 For useful background [www.examtutor.com/business](http://www.examtutor.com/business) (visit the Study Room, see Unit 6)  
 Official UK statistics [www.statistics.gov.uk](http://www.statistics.gov.uk)  
 Free materials and case studies [www.thetimes100.co.uk/home.asp](http://www.thetimes100.co.uk/home.asp)

### This brief has been verified as being fit for purpose

<b>Assessor</b>	Mr J Morris		
<b>Signature</b>	<i>J Morris</i>	<b>Date</b>	11 October 2010
<b>Internal verifier</b>	Ms A Cooke		
<b>Signature</b>	<i>Angela Cooke</i>	<b>Date</b>	11 October 2010

## Sample internal verification of assignment brief

<b>Qualification</b>	BTEC Level 3 Diploma in Business		
<b>Unit</b>	Unit 1: The Business Environment		
<b>Assessor</b>	Mr J Morris		
<b>Internal verifier checklist</b>		<b>Comments</b>	
Are accurate programme details shown?	Y	Programme details have been delivered to learners in their induction packs	
Are accurate unit details shown?	Y	Unit details and specifications have been issued to learners	
Are clear deadlines for assessment given?	Y	Clear dates have been given	
Is this assignment for whole (W) or part (P) of a unit?	P	This is the first of three assignments that cover the unit	
Are the assessment criteria to be addressed listed?	Y	P1, P2, M1, D1	
Does each task show which criteria are being addressed?	Y	Yes, these are stated under task headings	
Are these criteria actually addressed by the tasks?	Y	Yes, questions are worded carefully to integrate the assessment criteria	
Is it clear what evidence the learner needs to generate?	Y	Learners are to prepare a local newspaper feature	
Are the activities appropriate?	Y	These are good activities, allowing learners to undertake research	
Is there a scenario or vocational context?	Y	The learner is a junior journalist working for a local newspaper	
Are the language and presentation appropriate?	Y	The language and presentation are appropriate	
Is the timescale for the assignment appropriate?	Y	Learners have four weeks to complete. This is an appropriate timescale	
Overall is the assignment fit for purpose?	Y	The assignment is appropriate for the production of this evidence	
* If "No" is recorded and the internal verifier recommends remedial action before the brief is issued, the assessor and the internal verifier should confirm that the action has been undertaken			
<b>Internal verifier</b>	Ms A Cooke		
<b>Signature</b>	<i>Angela Cooke</i>	<b>Date</b>	11 October 2010
<b>Action required:</b>			
No action required for this assignment			
<b>Action taken:</b>			
NA			
<b>Assessor</b>	Mr J Morris		
<b>Signature</b>	<i>J Morris</i>	<b>Date</b>	11 October 2010
<b>Internal verifier</b>	Ms A Cooke		
<b>Signature</b>	<i>Angela Cooke</i>	<b>Date</b>	11 October 2010

## Sample learner work

Sample learner work: page 1

### Two contrasting business organisations

#### Task 1

#### How different can two business organisations be?

This research examines two business organisations with a presence in the local area and discusses their very different purposes and ownership. The two businesses are Tesco plc and Ryder's Stores.

#### Tesco plc

Information extracted from Tesco's website shows that Tesco plc is the largest retailer in the UK and the fourth largest in the world. It is an international business with retail stores in over 20 countries. As a retailer, it belongs to the tertiary sector. Its first purpose is to make a profit for its shareholders. Tesco describes its business purpose as 'to create value for customers to earn their lifetime loyalty', but in the process they need to make a profit for the business and for their shareholders. They believe their success depends on people: 'the people who shop with us and the people who work with us'.

Tesco wants its service to customers to be shaped by two important values, which are given on the company's website ([www.tesco.com](http://www.tesco.com)):

- No one tries harder for their customers.
- Treat people as you like to be treated.

Tesco plc is a retailer and is therefore part of the tertiary sector as it provides a service. It operates internationally, but the UK is where its core business is focused. Globally it has more than 280,000 employees and over 2,100 stores. Around 75 per cent of group sales and profits come from the UK business. Growth in the UK business comes from opening new stores and extensions to existing stores. Sale of non-food items, which is another key part of the company's strategy, also contributes to overall UK growth. Tesco has a well-established and consistent strategy for growth, which has allowed it to strengthen its core UK business and expand into new markets. The reason for the strategy is to broaden the scope of the business so that it can deliver sustainable long-term growth. It has done this by offering the customer new goods and services in expanding UK markets, such as financial services, telecoms and non-food, and by finding new markets abroad, first in Central Europe and Asia, and now also in the United States.

Tesco is a public limited company (plc), which is a business that is owned by its shareholders, run by directors and, most importantly, whose liability is limited. Limited liability means that the investors can only lose the money they have invested and no more. This encourages people to invest in the company. When shares in a plc are first offered for sale to the public, or 'floated', the company is given a 'listing' on the London Stock Exchange. This means it has sold all or part of its business to outside investors. This generates additional funds for the business and can be an important form of fundraising.

#### Ryder's Stores

Ryder's Stores is a small local business. It is owned by Malcolm Ryder. It is a retailer and like Tesco belongs to the tertiary sector. It provides a service. Malcolm Ryder states that the main purpose is to make a profit for him, the owner. He describes the business purpose as 'providing basic groceries, newspapers, magazines and other goods to the local community'. Malcolm Ryder knows that his success is reliant upon stocking the goods that people want and attracting the local people through having long opening hours and trying to have competitive prices.

There are two employees that work in the store alongside Mr and Mrs Ryder to enable the store to be open between 06.00 and 22.30. There are also six young people who deliver the newspapers and magazines.

Sample learner work: page 2

Ryder's Store is a sole trader, which means that Malcolm Ryder is the sole owner of the business. He has unlimited liability, which means that he could not only lose the money he has invested in the business but also his private assets such as his house and savings. If he wants additional funds for the business, he has to reinvest profits, use his savings or take out a business loan from his bank.

**Task 2**

**Descriptions of stakeholders for the two businesses**

Stakeholders of Tesco plc	Stakeholders of Ryder's Stores
<p><b>Customers</b> Tesco's customers are the thousands of people who do their shopping in Tesco stores. There are many different types of customer: the loyal ones, who always shop at Tesco stores; occasional customers, who shop at Tesco stores infrequently; adults and young people; male and female; disabled people, ethnic minorities and tourists. There are many ways of describing Tesco's customers, all of whom are stakeholders in its business.</p>	<p><b>Customers</b> Ryder's customers are the people from the local community who shop in the store. There are different types of customer: the loyal ones, who regularly shop at Ryder's; occasional ones, who do not shop frequently at Ryder's; adults and young people; male and female; disabled people; and ethnic minorities. All customers are stakeholders in the business.</p>
<p><b>Staff</b> Tesco's employees are those who work for the business in return for a salary or wage. There are nearly half a million of these stakeholders worldwide.</p>	<p><b>Staff</b> The two employees and the six young people who deliver the newspapers are stakeholders of Ryder's.</p>
<p><b>Suppliers</b> These are individuals or businesses who supply goods and services to Tesco. There are large suppliers, such as Cadbury's, and also very small suppliers, such as single farms supplying vegetables.</p>	<p><b>Suppliers</b> These are businesses and individuals who supply goods and services to Ryder's. These include businesses like Hill Top Farm, which supplies free range eggs to the shop, as well as larger suppliers such as Booker Cash and Carry. Malcolm Ryder states that he has a good relationship with his suppliers and that he likes to stay with the same ones so that he can get to know them, they can get to know the types of goods he sells, and then his customers can benefit from the special deals and new products these suppliers offer.</p>
<p><b>Investors or shareholders</b> These are the individuals and businesses that have invested money into Tesco's and wish to get a decent return on their investment through company dividends.</p>	<p><b>The bank</b> The bank is a stakeholder because it gave Malcolm Ryder a business loan in 2009 to refit the shop.</p>
<p><b>The Government</b> The UK Government manages Britain's economy and therefore has an interest in how British businesses are performing.</p>	<p><b>The Government</b> The UK Government has an interest in Ryder's because Malcolm is a taxpayer.</p>
<p><b>Trade unions</b> The unions represent the interests of different workers involved in Tesco's business. They campaign on an ongoing basis for better terms for their members.</p>	<p><b>The local community</b> Ryder's Stores serves the local community. Malcolm Ryder provides bins outside the store to reduce litter. He employs people from the local community. He is also a member of the local Neighbourhood Watch.</p>

Sample learner work: page 3

Stakeholders of Tesco plc	Stakeholders of Ryder's Stores
<p><b>Pressure groups</b> A pressure group is an interest group that tries to influence public policy, and especially government legislation, in a particular direction that is consistent with its aims. There are a number of pressure groups that have an interest in Tesco's activities. For example, Friends of the Earth want to make sure that the company is acting in the interests of the environment.</p>	
<p><b>The local community</b> The local community are important stakeholders. They want to see the local community benefit from the presence of a Tesco store: some want jobs, others are more interested in simply minimising disruption. They will seek to ensure that Tesco's aims and objectives address community issues.</p>	

**Task 3**

**Points of view of Tesco stakeholders**

**Customers**

Tesco's customers exert a strong influence over the aims and objectives of the company's business. If Tesco does not satisfy this group then the business will suffer. They want easy access to store premises and to be able to buy quality products at competitive prices. They are really important because they provide the sales that enable to business to make a profit and be successful. Customers want aims and objectives that are focused on satisfying their needs as customers. Tesco does have a number of objectives associated with customer satisfaction, which customers seek to influence.

**Staff**

Staff and managers are also stakeholders. They are interested primarily in their job security, prospects and pay. Members of staff want fair pay and working conditions. They will seek to influence the company's aims and objectives to ensure they are well looked after by the business, in terms of good rates of pay, pensions, and the terms and conditions of their employment. Tesco has a number of objectives associated with ensuring the wellbeing of its staff, which includes training targets and promotion opportunities.

**Suppliers**

Tesco tries to establish and maintain excellent relationships with its suppliers. Suppliers will try and influence the company's aims and objectives to ensure that they obtain regular business, fair treatment and prompt payment. Tesco has set objectives for how suppliers should be treated and also for the quality standards they expect of their suppliers.

**Investors**

Tesco's investors are primarily interested in dividends and the capital growth of their shares. Shareholders want a good return on their investment and will seek to influence the company's aims and objectives in favour of the payment of dividends. Tesco has been a very profitable company over the last ten years and has paid good dividends to shareholders.

Banks and other financial organisations lending money to Tesco are also stakeholders. Their interests can sometimes come into conflict with those of investors.



**Sample learner work:** page 4**The Government**

The Government will seek to influence the company's aims and objectives to ensure that Tesco employs as many people as possible, pays its taxes and delivers on environmental issues. Tesco has some of the best policies on ethical and environmental issues, which are helping the Government achieve their targets on these issues. The Government wants employment for the local community too – not just employment of overseas workers.

**Trade unions**

The unions represent the interests of their members who work for Tesco and will seek to influence the company's aims and objectives in their favour, for example in terms of better pay and conditions.

**Pressure groups**

These groups are interested in whether the business is acting appropriately in their areas of interest. For example, Greenpeace wants less pollution from Tesco, and will seek to influence the company's aims and objectives in this direction.

**The local community**

The local community generally want jobs to go to local people and minimum disruption to the local economy and community. They will seek to ensure that Tesco's aims and objectives are addressing community issues.

**Points of view of Ryder's Stores stakeholders****Customers**

The customers of Ryder's Stores have a strong influence on the business. Without customers there would not be a business. Customers want to be able to access the store at times convenient to them. They also want to be able to buy a range of products and have these products at competitive prices. The customers are the ones who buy the goods and enable the business to make a profit and to be successful.

**Staff**

Barbara Ryder, the two employees, and the six young people who deliver newspapers are all paid a wage by Malcolm Ryder and as such they are stakeholders. They are all interested in job security and pay rates. They also want good working conditions. Their influence will be to ensure that they get good wage rates and working conditions. The two employees and Mrs Ryder do not have a pension scheme through the business and understand that because they work in a small business they must take out a private pension scheme. Malcolm Ryder has trained his staff himself. One of the employees, Michelle, started as a Young Apprentice and did an NVQ and another course in Retail at the Chamber of Commerce.

**Suppliers**

The suppliers want to ensure that they maintain Ryder's business and obtain prompt payment for the goods that they supply. They do this by ensuring that Malcolm Ryder knows about their product range and any special deals they have. They set terms and conditions for conducting business with their customers and so have influence on the businesses they supply.

**The Bank**

The bank is interested in ensuring that they receive regular loan repayments from Malcolm Ryder according to the terms they agreed. Repayments will pay back both the business loan they gave him and the interest on the loan. The bank wants Ryder's to be profitable so that they receive their payments.

Malcolm also uses the services of the bank to bank his takings. The bank also seeks to influence Malcolm to maintain his custom.

**The Government**

The Government will seek to influence all small businesses such as Ryder's Stores to encourage them to employ people, to make profits, so that taxes are paid, and to be ethical and environmentally aware.

**Sample learner work:** page 5**The local community**

The local community are stakeholders. They want Malcolm Ryder to employ local people. They also want him to contribute to minimising disruption and annoyance to the local community. The local community has influenced the business in that Ryder's Stores provides bins to reduce litter and Malcolm Ryder is also a member of the local Neighbourhood Watch. The store is on a parade of shops and Ryder's and Sea Breeze fish and chip shop stay open late. Both shops try to minimise night time noise from their customers because the local community do not want noise disruption. The same applies to Ryder's during their early morning opening hours.

**Task 4****Evaluation of the influence different stakeholders exert on Tesco plc**

Tesco plc has recently received a lot of criticism over its activities, which is of great interest to a number of its key stakeholders. Tesco is a massive business, which now takes £1 of every £8 spent in UK shops. The company has become increasingly dominant and has expanded into the convenience store and supermarket sectors of retailing (see [www.tescopl.com/plc/ir/corpgov/relations/](http://www.tescopl.com/plc/ir/corpgov/relations/)).

Pressure groups such as Friends of the Earth (FOE) point to Tesco's policies of buying up large amounts of land in order to build new stores; its history of fighting battles with local authorities over planning; and how it has brought the company's brand into the high street through its purchase of small convenience stores. The opposition voiced by FOE is summarised in its report 'Calling the shots: How supermarkets get their way in planning decisions'. FOE is a stakeholder that is capable of exerting considerable influence over Tesco's business. Tesco tries to defend itself against such criticisms by repeating that it is always acting in its customers' interests (see Earth Archived Press Releases: [www.foe.co.uk/resource/press\\_releases/tesco\\_profits\\_just\\_not\\_cri\\_19092005.html](http://www.foe.co.uk/resource/press_releases/tesco_profits_just_not_cri_19092005.html)).

Many local governments have expressed concern about the potential impact of major supermarkets on their communities, but they are often unable to do anything about these concerns because the planning system and the strength of the supermarkets are against them.

Tesco also face opposition from smaller pressure groups. A good example is an online group called 'Tescopoly', which is aimed at exposing and limiting what they see as the market-distorting power of the company's business. This campaign group points to cases where Tesco has overstepped its permission to build retail outlets, or where Tesco has admitted to having broken planning regulations (see Tescopoly: How One Shop Came Out on Top and Why It Matters by Andrew Simms).

Tesco also listens very carefully to its shareholders, who along with its customers are probably the company's most influential stakeholders. Tesco appears to be committed to maintaining a good dialogue with its shareholders through organising meetings and presentations, as well as by responding to a wide range of enquiries. They seek shareholder views on a range of issues, from strategy to corporate governance and the environment. In addition to this, the Company Secretary's office, Investor Relations and other teams within the business interact with shareholders on a regular basis – most regularly with their institutional shareholders (see [www.tescopl.com/plc/ir/corpgov/relations/](http://www.tescopl.com/plc/ir/corpgov/relations/)).

Tesco's customers are probably their most important stakeholders and exert the strongest influence. Different types of customers have different needs, some customers working all day and wanting to shop at night and vice versa; consequently, Tesco has a major store, 'Tesco Extra', open 24 hours, all day and night. There are other formats that have been developed to meet customer needs, such as Tesco Online and Tesco Express. All these developments, says Tesco, are the result of research among their customers. The company appears to respond to this stakeholder group's interests very well. Without this group of stakeholders, Tesco wouldn't have a business, so they respond very quickly to customers concerns about pricing, product range and

## Sample learner work: page 6

quality (see *Scoring Points: How Tesco is Winning Customer Loyalty* by Terry Hunt, Clive Hurnby and Tim Phillips).

Tesco has taken a number of initiatives as a result of customer influence recently. It has reduced the amount of in-store waste going to landfill by one-third in the space of a year. It has supported local community campaigns. It has also begun educating consumers on the carbon footprints of what they buy. Tesco has set rigorous objectives on reducing its carbon footprint. The company intends to lead the way on this issue by dramatically reducing its own carbon footprint and making low-carbon products accessible and affordable for consumers (see [www.tescopl.com/plc/ir/corpgov/relations/](http://www.tescopl.com/plc/ir/corpgov/relations/)).

The British Government wholeheartedly supports Tesco in this strategy. The long-running 'Computers for Schools' programme has been very successful. New initiatives on food content and labelling; promoting exercise, balanced lifestyles and healthy eating; and extending efforts to reduce negative environmental impacts and maximise positive ones are further examples of their responses to stakeholder influence.

Some MPs have criticised Tesco for promoting binge drinking by heavily discounting alcohol in their stores. Tesco have since responded to this by agreeing to work with the Government to make people more aware of the dangers of excessive drinking. The company is clearly influenced by Parliament and the Government on a number of issues (see the article by Joe Sinclair in the Independent, Thursday, 21 February 2008).

Tesco has recently been working with the Government to help those without jobs. The venture with Tesco is part of the Department for Work and Pensions' 'Pathways to Work' programme, which has already found work for some 4,000 people on incapacity benefit. The programme is among the Government's reform initiatives aimed at ensuring that people who receive benefits do not do so doing nothing in return. The scheme allows willing people to be put to work at Tesco for a week to prepare them for a job. This will be followed by training and support to help them compete in the job market. Tesco will take some of them on in permanent jobs; others will go on to employment elsewhere. This is a good example of Tesco responding to the Government's influence of wanting a British successful business to be seen to be helping those in need (see [www.personneltoday.com](http://www.personneltoday.com) – 'In-training Employability celebrates launch of Pathways to Work', 15th August 2008).

The influence of the Government on Tesco is massive in terms of environmental and ethical issues. Tesco is committed to the principles of 'reduce, re-use, recycle' in tackling waste and too much packaging in their operations and for customers. They have targets to minimise the amount of waste sent to landfill, to reduce the amount of packaging on their products and to give out fewer carrier bags. They are also involved in initiatives and trials to deal with other important issues, such as helping customers to recycle more and to reduce food waste in their operations and by customers (see [www.tescopl.com/plc/ir/corpgov/relations/](http://www.tescopl.com/plc/ir/corpgov/relations/)).

How the company sources its products can have a significant environmental impact. Tesco has policies in place to ensure that key supplies are sourced responsibly. They aim to work with suppliers and others to ensure that their policies are sound and rigorously implemented. Where appropriate, they play an active role in cross-industry groups that have the power to deliver wider change, which is necessary for them to deliver their commitments (see [www.tescopl.com/plc/ir/corpgov/relations/](http://www.tescopl.com/plc/ir/corpgov/relations/)).

In conclusion, it appears that different stakeholders have conflicting interests and views. Supermarket suppliers want higher profit margins, faster payment and more warning of changes in purchasing. Consumers want lower prices, a wider range of products and easy access. Employees want better terms and conditions of employment, whereas shareholders want costs kept to a minimum to increase profits. There are various activities that show that Tesco responds well to certain stakeholder influences and there are other areas, such as the huge reduction in small independent retail businesses due to the company's growth, and the low prices paid for meat to some farmers, where perhaps they do not respond so well. It is a balancing act for them in making sure that no particular stakeholder is upset too much by the company's decisions. In my opinion, it is understandable that Tesco responds quickly to important stakeholders, such as customers, shareholders, some pressure groups and the Government, but is less responsive to the business community and its employees.

## Sample learner work: page 7

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### Websites

Earth Archived Press releases:

[www.foe.co.uk/resource/press\\_releases/tesco\\_profits\\_just\\_not\\_cri\\_19092005.html](http://www.foe.co.uk/resource/press_releases/tesco_profits_just_not_cri_19092005.html)

[www.personneltoday.com](http://www.personneltoday.com) ('In-training Employability celebrates launch of Pathways to Work', 15 August 2008)

Tesco relations with stakeholders: [www.tescopl.com/plc/ir/corpgov/relations/](http://www.tescopl.com/plc/ir/corpgov/relations/)

### Other publications

Hunt, Dooley, Dransfield, Goymer, Guy and Richards – *BTEC National Business: Book 1: Student Book 1 (BTEC Nationals)* (Pearson, 2006)

Hunt T, Humby, C and Phillips, T – *Scoring Points: How Tesco is Winning Customer Loyalty* (2008)

Simms, A – *Tescopoly: How One Shop Came Out on Top and Why It Matters* (2008)

## Sample assessor's comments

<b>Qualification</b>	BTEC Level 3 Diploma in Business	<b>Year</b>	2010–2011
<b>Unit number and title</b>	Unit 1: The Business Environment	<b>Learner name</b>	Peter Drake

Grading criteria	Achieved?
<b>P1</b> describe the type of business, purpose and ownership of two contrasting businesses	Y
<b>P2</b> describe the different stakeholders who influence the purpose of two contrasting businesses	Y
<b>M1</b> explain the points of view of different stakeholders seeking to influence the aims and objectives of two contrasting organisations	Y
<b>D1</b> evaluate the influence different stakeholders exert in one organisation	Y

Learner feedback			
I found this assignment quite difficult. Tesco and Ryder's Stores are so different. There seemed to be so much to say about Tesco. Because Ryder's is a smaller business I got to meet and talk to the owner and found it easier to understand, but there didn't seem to be as much to write.			
Assessor feedback			
For Task 1, you have successfully described the type of business, purpose and ownership of two contrasting businesses. You selected Tesco plc as a large multi-national, profit-making organisation and Ryder's Stores as a small, local business. You have explained who the stakeholders are for each organisation. You have clearly explained the points of view of the different stakeholders for Tesco and Ryder's Stores. For D1, you have successfully discussed Tesco's relationship with its stakeholders and the extent of influence that some have compared to others. You have made good use of examples in D1 to explain your points. You have therefore been awarded P1, P2, M1 and D1. Well done, a very good assignment.			
You have covered the set tasks fully and achieved all the criteria for this unit in this assignment at pass, merit and distinction level. What you have learned from this project will give you a tremendous advantage in your assignments for the units to come.			
Action plan			
Continue to read widely around the subject matter and keep abreast of how both organisations will continue to respond to stakeholder influences in the future.			
<b>Assessor signature</b>	J Morris	<b>Date</b>	19 January 2011
<b>Learner signature</b>	Peter Drake	<b>Date</b>	20 January 2011

## Sample internal verification of assessment decisions

<b>Qualification</b>	BTEC Level 3 Diploma in Business		
<b>Assessor</b>	Ms J Morris		
<b>Unit(s)</b>	Unit 1: The Business Environment		
<b>Assignment title</b>	Two contrasting business organisations		
<b>Learner's name</b>	Peter Drake		
<b>Which criteria has the assessor awarded?</b>	<b>Pass</b> P1, P2	<b>Merit</b> M1	<b>Distinction</b> D1
<b>Do the criteria awarded match those targeted by the assignment brief?</b>	Yes. The assignment tasks indicate how the criteria can be achieved.		
<b>Has the work been assessed accurately?</b>	Yes. The assessor has accurately assessed the learner's work, correctly awarding P1, P2, M1 and D1.		
<b>Is the feedback to the learner: Constructive? Linked to relevant grading criteria? Identifying opportunities for improved performance?</b>	The feedback is constructive and relevant to the grading criteria, and opportunities for continued improvement are stated in the action plan.		
<b>Does the grading decision need amending?</b>	No. Assessment and feedback are accurate.		
<b>Remedial action taken</b>	None required.		
<b>Internal verifier name</b>	Ms A Cooke		
<b>Internal verifier signature</b>	Angela Cooke	<b>Date</b>	20 January 2011
<b>Confirm action completed</b>	N/A		
<b>Assessor name</b>	J Morris		
<b>Assessor signature</b>	J Morris	<b>Date</b>	20 January 2011



