

Edexcel BTEC Level 2 Award in Setting up a Business Online (QCF)

Edexcel BTEC Level 2 Certificate in Online Business Skills (QCF)

Specification

BTEC Specialist qualification

First teaching February 2013

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Authorised by Martin Stretton

Prepared by Alex Martin

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification which a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. BTECs also provide progression routes to the next stage of education or to employment.

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are qualifications from Entry to level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full time or part time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks, ie Technical Certificates.

There are three sizes of BTEC Specialist qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	Edexcel BTEC Level 2 Award in Setting up a Business Online (QCF)
QCF Qualification Number (QN)	600/7872/8
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/02/2013
Age range that the qualification is approved for	16-18
Credit value	8
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	60
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>).

Qualification title	Edexcel BTEC Level 2 Certificate in Online Business Skills (QCF)
QCF Qualification Number (QN)	600/7873/X
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/02/2013
Age range that the qualification is approved for	16-18
Credit value	15
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	120
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>).

QCF qualification title and Qualification Number

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the *Edexcel Information Manual* on our website at www.edexcel.com

Objective of the qualifications

The Edexcel BTEC Level 2 Award in Setting up a Business Online (QCF) and Certificate in Online Business Skills (QCF) are for learners who work in, or want to work in, enterprise and business.

They give learners the opportunity to:

- develop knowledge related to online business and enterprise
- develop skills in planning and implementing websites
- learn about the costs and benefits of operating a business on the web
- achieve a nationally-recognised Level 2 qualification
- develop their own personal growth and engagement in learning.

Progression opportunities through Edexcel qualifications

Learners who have achieved the Award or Certificate can progress on to Level 3 courses in Enterprise and Business.

Industry support and recognition

These qualifications are supported by the Small Firms Enterprise Development Initiative (SFEDI), the SSC for Enterprise.

3 Centre resource requirements

As part of the approval process, centres must make sure that the resources requirements below are in place before offering the qualification.

General resource requirements

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

Specific resource requirements

As well as the general requirements above, there are specific resource requirements that centres must meet:

Unit	Resources required
1 Setting up a Business Online	Web-authoring software or web-based authoring tools
2 Promoting and Measuring Website Traffic	Free website data-capturing tools such as Google Analytics

4 Qualification structures

Edexcel BTEC Level 2 Award in Setting up a Business Online (QCF)

The learner will need to meet the requirements outlined in the table below before Edexcel can award the qualification.

Minimum number of credits that must be achieved	8
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Unit	Unique Reference Number	Mandatory unit	Level	Credit	Guided Learning Hours
1	M/504/6281	Setting up a Business Online	2	8	60

Edexcel BTEC Level 2 Certificate in Setting up a Business Online Business Skills (QCF)

The learner will need to meet the requirements outlined in the table below before Edexcel can award the qualification.

Minimum number of credits that must be achieved	15
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Unit	Unique Reference Number	Mandatory units	Level	Credit	Guided Learning Hours
1	M/504/6281	Setting up a Business Online	2	8	60
2	K/504/6280	Promoting and Measuring Website Traffic	2	7	60

5 Assessment

The table below gives a summary of the assessment methods used in the qualifications.

Units	Assessment methods
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for the learners to show what evidence is required. Assignment briefs should indicate clearly, which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (eg performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over-assessment centres are encouraged to link delivery and assessment across units.

6 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy*, which is on the Edexcel website.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

7 Centre recognition and approval centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete an *Edexcel Vocational Centre & Qualification Approval Form (VCQA)*.

Existing centres get 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres that already hold Edexcel Centre approval are able to apply for qualification approval for a different level or different sector via Edexcel Online, up to and including level 3 only.

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application may be made.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Edexcel will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Edexcel BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Edexcel use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Edexcel quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation is up to date and current.

10 Access and recruitment

Edexcel's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Edexcel's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the policy documents *Application of Reasonable Adjustment for BTEC and Edexcel NVQ Qualifications* and *Application for Special Consideration: BTEC and Edexcel NVQ Qualifications*.

The documents are on our website at www.edexcel.com/policies

12 Units

Units have the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in for example open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Edexcel to offer the qualification.

Learning outcomes

Learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: **Setting up a Business Online**

Unit reference number: M/504/6281

QCF level: 2

Credit value: 8

Guided learning hours: 60

Unit aim

Learners will analyse how businesses operate online, exploring the issues related to doing business online and creating a website which meets the needs of a business.

Unit introduction

Computers, mobile phones and the networks that connect them have made instant communication possible. The availability of these technologies has also changed the way in which businesses operate. Think about how, for example, airline boarding passes can now be sent directly to a mobile device so that there is no longer a paper ticket meaning that the need for check-in staff is significantly reduced. This unit will explore how creating and maintaining an online presence has become increasingly important for businesses as it allows them to remain competitive and, in many cases, to grow.

Today, a small local business, such as a nail bar can advertise its services and run its appointments system online. However, it cannot yet offer a virtual manicure – customers still need to visit the premises. You will come to understand the issues that must be considered when a business decides to investigate having an online presence. What are the implications for staff? Does the business have the capacity to keep online information up to date? This is especially important as a poor online service can cause customers to take their business elsewhere.

Websites consisting of collections of related pages hosted on a web server allow businesses to trade. You will investigate the different features that can be used to make a website meet the needs of a specific business, including text, graphics, video and other digital assets. Websites are used for a number of different purposes, from providing product information to selling goods and accepting payments, but the trick is to create a site that customers find easy to use. A carefully designed website will encourage loyalty and repeat business.

Essential resources

For this unit, learners will need access to web-authoring software or web-based authoring tools.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	Unit amplification
1	Understand how businesses operate online	1.1 Describe the purpose of online activities for a business	<ul style="list-style-type: none"> □ Business activities, eg internet services, direct selling of goods or services, banking, education, advertising, marketing, government services □ Type of activity: Consumer to Consumer (C2C) (eBay, Gumtree) Business to Business (B2B), Business to Consumer (B2C), eg own online sites, hosted through intermediary (eBay shops, Amazon Marketplace), community forums □ Extent of online activity, eg online store-to-door, complementing offline activities (order online, collect in-store) □ Presence, eg passive (brochures), interactive (information in response to enquiry, inviting online transactions), customisation (digital image processing) □ Purpose of online presence, eg providing services or goods, access to information, achievement of business aims (profit maximisation, market growth, market share), market presence (24 hours 7 days a week visibility, global presence) □ Communication, eg internal (bulletins, forums, mass communication, distribution lists), external (indirect/direct contact with customers, online customer service, one-to-one relationships, mass customisation)

Learning outcomes	Assessment criteria	Unit amplification
	<p>1.2 Explain how contrasting businesses have amended their online activities in line with changes in the online environment</p>	<ul style="list-style-type: none"> □ Changes in media formats, including growth of social media, eg Twitter, Facebook □ The impact of growth of social media on online business activity □ Changes in technology, eg smart phones, tablets, WiFi availability, mobile apps □ Online advertising, eg web banners, sponsorship, Google Adwords □ Effects of the current online business environment on the achievement of business aims
	<p>1.3 Compare the uses and features of contrasting business websites</p>	<ul style="list-style-type: none"> □ Business websites, eg commercial (shopping, banking), information (advertising, news), information storage (archives, cloud), downloading information (data, media), search (real-time information), feedback and monitoring □ Uses, eg improve efficiency, communication (social networking, video conferencing, forums), media sharing (video clips, product demonstrations, customer reviews), education and training (libraries, online learning, assessments), interactive features (registration and logins), market presence (24 hours 7 days a week visibility, global presence) □ Types of website, eg static (collection of web pages, primarily coded in Hypertext Markup Language (HTML), contains static information), dynamic (information that customises itself automatically, triggered by business or customer) □ Construction features, eg hyperlinks, action buttons, hot spots, templates, forms □ Interactive features, eg email links, registration logins, forms, accessibility □ Aesthetic features, eg colours, layout, graphics, video, animation, audio, text, style

Learning outcomes	Assessment criteria	Unit amplification
2 Know the issues related to doing business online	2.1 Describe the factors a selected business needs to consider when deciding to operate online	<ul style="list-style-type: none"> □ Suitability, eg activities for online, activities for offline, scale of business (regional, national or global) □ Possible issues, eg software costs, hardware costs, maintenance, delivery, lack of direct customer contact □ Deciding on a domain name □ Set-up, eg create website in-house, outsourced □ Transition of practices, eg hours of work, different types of staff, different skills required, increase in business, regular updates □ Relationship marketing, eg automatic customisation, eg offering suggested pages and products based on interactions with the website □ Support businesses, eg financial services, distribution, delivery services
	2.2 Describe the operational risks involved in developing an online presence for a selected business	<ul style="list-style-type: none"> □ Risks, eg payment security (credit card, debit card or PayPal), returns due to customer error, data protection, errors made when making regular updates (old stock removed, new stock added), vulnerability to hostile attack (viruses, financial fraud, keylogging), hardware and software failure (loss of data, hardware damage, failure or lack of back-up systems) □ Legislation, eg Distance Selling Regulations (2010), The Company (Trading Disclosures) Regulations (2008), health and safety, labelling issues, international standards □ Impact on staff, eg job security, changes in job description, skills development □ Continuity of service, eg dealing with breakdowns and system failures, ensuring 24-hour operation □ Fixed and running costs, eg annual updating of anti-virus software, electricity, distribution costs

Learning outcomes	Assessment criteria	Unit amplification
3		<ul style="list-style-type: none"> <input type="checkbox"/> Brand reputation, eg meeting customer demand, quantity of goods, delivery terms, location of customers (remote, overseas) <input type="checkbox"/> Special types of goods, eg fragile, perishable, hazardous <input type="checkbox"/> Ease of distribution, eg services offered as opposed to goods (online insurance quotations, booking flights and hotel rooms)
3.1	Plan the design of a multi-page website that meets the needs of a selected business	<ul style="list-style-type: none"> <input type="checkbox"/> Plan, eg storyboards, layout and structure, site map <input type="checkbox"/> Accessibility features, eg alt (alternative) tags, zoom features, text-to-speech <input type="checkbox"/> Testing, eg for functionality, quality, usability, browser compatibility
3.2	Create a multi-page website that meets the needs of a selected business	<ul style="list-style-type: none"> <input type="checkbox"/> Features, eg text, tables, forms (text field, text area, buttons, radio buttons, check boxes), frames, navigation (menus, hyperlinks, anchors), interactive components (hot spots, pop-ups, buttons, menus, rollover images), colour schemes, styles and templates (cascading style sheets, page layout, size, position, text wrapping, background colours) <input type="checkbox"/> Embedded multimedia, eg digital graphics, digital video, digital audio, digital animation <input type="checkbox"/> Simple client-side scripts, eg JavaScript code to display a name in a pop-up box <input type="checkbox"/> Other languages, eg Hypertext Markup Language (HTML), Dynamic Hypertext Markup Language (DHTML) <input type="checkbox"/> File handling, eg file types, resolution, size, suitable file names <input type="checkbox"/> Website hosting, eg web server, domain name, web hosting services
3.3	Demonstrate how the functionality, accessibility and usability of the website created meets the needs of a selected business	<ul style="list-style-type: none"> <input type="checkbox"/> Feedback on website, eg on effectiveness, content, presentation, navigation, usability, accessibility, performance <input type="checkbox"/> Success against a client brief <input type="checkbox"/> Response to feedback

Information for tutors

Delivery

For learning outcome 1, learners need to understand the business reasons for having an online presence. They will need to know how the internet can be used to interact with customers and other businesses. Learners should be encouraged to compare the features of at least two existing business websites and analyse why certain construction features are more suited to certain business purposes.

For learning outcome 2, learners will need to be aware of the planning process that is required for setting up a website, including possible features, hosting, maintenance and operational costs. This could be an opportunity to work with a client and a specific brief. This would support the planning, development, testing and feedback process in the assessment of criteria 3.1, 3.2 and 3.3.

Learners need to be aware of the operational risks that may be unique to an online presence and outside of the usual business experience, for example managing an online shopping basket, legislation and Business Continuity Planning. They will also need to be aware of security issues such as viruses and denial of service attacks.

For learning outcome 3, the learner will need to know the processes behind planning a multi page website. They should investigate suitable domain names and hosting options. Learners should be aware of the range of content, although they should be encouraged to decide which features are appropriate in the context of the chosen business need. An awareness of JavaScript and dynamic HTML, as well as cascading style sheets may be useful. The prototype website could be presented to groups of other learners to allow for peer review.

Assessment

For 1.1, learners will need to produce a report describing the purposes and feature of online activities. This should be the result of independent research, mainly online, which covers at least two different business activities and the purpose of each. Learners could use the topics given in the unit content as sub-headings and annotated screen prints to support their findings.

For 1.2, learners could present their comparison within a tabular format to structure response. The focus needs to be on the changes over time that a minimum of two contrasting businesses have adopted to meet changes in the marketplace, technology and customer expectations. They will also need to explain the effects that these changes had on the businesses. Learners should note that the command verb is 'explain' and that they will need examples to support any evidence they produce.

For 1.3, learners could structure their work into two parts. The first part could be a table with descriptions of the features of websites as given in the unit content. Learners could extend the table to include a tick or cross to identify which features were used by each website investigated. For the second part, learners could produce two slideshows showing the features used by their chosen websites with comments on why those features were used. They could conclude the section by writing a memo identifying how and why the two websites use different features (learners MUST use contrasting websites).

For 2.1 and 2.2, learners could be given a case study of a business, for example a toy workshop which would like to develop an online presence. Learners could produce fact sheets describing the factors and operational risks that this business would need to consider before deciding on whether to go ahead with an online presence. The case study needs to be structured to allow learners to explore and describe a suitable range of elements of the unit content.

For 3.1, learners could produce storyboards and a test plan for a given client brief. The evidence for this could be paper based, photographic or an observation record.

For 3.2, learners will need to create a multi-page website that incorporates a suitable range of elements from the unit content. Learners may use a web-based website builder such as moonfruit.com or a suitable web authoring package, such as Dreamweaver.

For 3.3, learners need to collect feedback on the performance of the website against the original specification by the client. This feedback could be collected by means of a questionnaire or by means of a semantic test plan that a range of users could carry out. The information could then be collected and presented in graphical format.

Suggested resources

Journals and/or magazines

Online Magazine, 'Smashing' at <http://www.smashingmagazine.com>

Websites

www.browsershots.org

www.htmlgoodies.com

tv.adobe.com/product/dreamweaver

www.useit.com

www.webdesignledger.com/tips/web-design-trends-in-2012

www.moonfruit.com

Unit 2: Promoting and Measuring Website Traffic

Unit reference number: K/504/6280

QCF level: 2

Credit value: 7

Guided learning hours: 60

Unit aim

Learners will explore the process of promoting a business website and learn how to measure its effectiveness by using online tools to capture and analyse traffic data.

Unit introduction

Simply having a website may not be sufficient to support the aims and objectives of a business. Businesses must consider the effectiveness of their website as well as set up and maintenance costs. Websites are a useful way of attracting business and promoting a brand, providing it is carried out effectively. Obvious benefits include rapid and cost-effective product and service updates, avoiding reliance on expensive and slow paper-based methods such as newsletters and brochures.

Websites offer a unique connection with users, giving businesses an effective way to measure levels of interest. When planning their strategy, a business can call on detailed transaction data, as well as traffic data for the site as a whole, right down to specific parts of the website. A business may switch focus from the high street to their online presence when website traffic indicates that new markets are being reached. This unit will explore how promoting and measuring website traffic is increasingly important for modern businesses in allowing them to become more competitive and to grow.

A small local business such as classic car restoration, with a specialist niche market, can be limited by its physical location. An online presence can raise awareness among enthusiasts over a wider area. It is important that website traffic is monitored and measured regularly in order to maximise the effectiveness.

The effectiveness of a website cannot be measured if no customers are using it. You will investigate different methods of promoting the website to customers and prompting their return, including the use of online tools and social media. By measuring the traffic to the website you will be able to adapt the website to meet the ongoing requirements of your customers which will encourage loyalty and repeat business.

Essential resources

For this unit, learners will need access to free website data-capturing tools such as Google Analytics.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know why organisations measure the effectiveness of online promotion	1.1	Identify the benefits of effective online promotion	<ul style="list-style-type: none"> <input type="checkbox"/> Return on Investment (ROI) <input type="checkbox"/> Acquisition of new clients/users <input type="checkbox"/> Being more competitive in a global market <input type="checkbox"/> Targeted traffic <input type="checkbox"/> Increased brand visibility and lead generation
		1.2	Describe the benefits of measuring the effectiveness of promotional techniques	<ul style="list-style-type: none"> <input type="checkbox"/> Ensuring the cost effectiveness of website set up and maintenance <input type="checkbox"/> Adapting the website content to meet the changing needs of customers, eg new products, new prices, culture, legal requirements and compliance with other countries
2	Understand how to promote a website via Search Engine Optimisation, Adwords and other promotional techniques	2.1	Explain the functions of Search Engine Optimisation	<ul style="list-style-type: none"> <input type="checkbox"/> Supports the business website being found early in search engine results <input type="checkbox"/> Search engines: spiders, meta tags, keyphrases, indexes, processing, relevancy and retrieval (eg sites such as www.howstuffworks.com/internet/basics/search-engine.htm) <input type="checkbox"/> Key features of search engine optimisation for brand awareness/credibility, staying ahead of competitors, targeted traffic
		2.2	Explain the purpose of Pay Per Click Advertising for organisations	<ul style="list-style-type: none"> <input type="checkbox"/> Explanation of Pay per click (PPC) and services offered by Google AdWords and Yahoo/Microsoft BingAds (previously AdCenter) to funnel traffic to a website <input type="checkbox"/> Importance of keywords, landing pages and destination URLs <input type="checkbox"/> Measuring the effectiveness of Principal Point of Contact (PPC) and the tools available such as Google Quality Score and Bing Conversion <input type="checkbox"/> Increasing return on investment

Learning outcomes	Assessment criteria		Unit amplification
	2.3	Compare the advantages and disadvantages of advanced online promotional techniques	<ul style="list-style-type: none"> <input type="checkbox"/> Interactivity, eg adding an online blog <input type="checkbox"/> Social networking, eg Facebook and Twitter <input type="checkbox"/> Reducing page loading time through lean pages, relevance of page content <input type="checkbox"/> Meta tags <input type="checkbox"/> Mobile search compatibility links, eg apps
3	3.1	Describe the features of online tools for tracking and measuring visitor traffic	<ul style="list-style-type: none"> <input type="checkbox"/> Analytics, eg customer location, number of visits, time on pages, pages visited, transactions undertaken etc <input type="checkbox"/> Cookies for monitoring customer interaction, eg shopping carts, login function, more personalised user experience <input type="checkbox"/> Legal implications of businesses using cookies, eg Privacy and Electronic Communication Regulations (PECR) Act 2011, user understanding and acceptance of data collection, essential and non-essential cookies
	3.2	Explain how information from online tools can be used by businesses	<ul style="list-style-type: none"> <input type="checkbox"/> Improved customer profiling <input type="checkbox"/> Increased website 'stickiness', eg improving website design or navigation <input type="checkbox"/> More focussed marketing <input type="checkbox"/> Monitoring impact and cost effectiveness of website presence
	3.3	Explain procedures for the maintenance of online business presence	<ul style="list-style-type: none"> <input type="checkbox"/> Regular monitoring of analytical information <input type="checkbox"/> Refining modelling techniques to find trends, eg combinations of variables <input type="checkbox"/> Responding to changes in trends identified <input type="checkbox"/> Evaluating the appropriateness of the information generated by the online tools <input type="checkbox"/> Maintaining an awareness of changing technologies for data mining

Information for tutors

Delivery

For learning outcome 1, learners need to be aware that there needs to be a measurable stated outcome for going online in order to measure the effectiveness of this undertaking by a business. These measurements need to show whether it is beneficial or not, to move from a traditional base to a base which combines business with online or a totally online presence.

For learning outcome 2, learners need to know that it is not enough to simply create and upload a website, no matter how well constructed and fit for purpose it may be. If nobody visits the website, then the whole exercise has been a costly venture that has failed. This learning outcome concentrates on ways of promoting the website so that it generates as much suitable through traffic to justify its creation and support the organisational aims.

For learning outcome 3, learners need to understand that while qualitative features are the essence of a good website, ultimately it is quantitative data that measures the effectiveness of the website. This learning outcome requires learners to look at how visitor traffic is measured and how the business can use this information to meet its original aims, increase its profit and better support its customers. Finally, learners will need to understand the importance of maintaining an online presence over time so that it is responsive to changes in technology and customer expectations.

Assessment

This unit is assessed internally by the centre and externally verified by Edexcel. Please read this guidance in conjunction with *Section 5 Assessment*.

For 1.1, learners could produce a poster identifying the benefits of effective online promotion using the given unit content. Learners should note that simply stating the unit content is not sufficient and that there needs to be some clarification of the terminology within the unit content.

For 1.2, learners could produce the script for a radio advert describing the benefits of measuring the effectiveness of promotional techniques. Learners could role play this and prepare an observational record which can be supported by the scripts.

For 2.1 and 2.2, learners could produce a 'dummy's' guide to search engine optimisation and pay per click advertising. This guide has the purpose of explaining to someone new to website promotions what these promotional techniques involve. Learners should give examples to support the guide.

For 2.3, learners could produce their evidence in tabular format. This evidence should cover the unit content and should include examples to support the comparisons being made between advantages and disadvantages of online promotional techniques.

For 3.1, learners could produce a presentation such as a blog or ebook describing the features of the online tools for tracking and measuring visitor traffic as given in the unit content.

For 3.2, learners could develop the evidence for 3.1. However, the level of response needs to be in more depth to support the command verb 'explain'. This will require examples and could come from existing website information and research.

For 3.3, learners could be given a case study and produce a report explaining to the potential online user the procedures for maintaining an online presence as outlined in the unit content. Learners would also need to explain the need for maintenance as part of managing an effective online presence.

Suggested resources

Textbook

Liew Voon Kiong, Online Business Made Easy

Other

Adwords tutorial video at <http://www.youtube.com/watch?v=o6J28dCfF1g>

Websites

www.gbbo.co.uk

www.howstuffworks.com/internet/basics/search-engine.htm

www.latitudegroup.com/ppc

www.searchengineland.com/guide/what-is-seo

www.steamfeed.com/promotion-methods-that-attract-eyeballs

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel: **www.edexcel.com/contactus**
- BTEC: **www.btec.co.uk/contactus**
- Work-based learning: **www.pearsonwbl.com/contactus**
- Books, software and online resources for UK schools and colleges: **www.pearsonschools.co.uk/contactus**

Other sources of information and publications available include:

- *Edexcel Equality Policy*
- *Edexcel Information Manual* (updated annually)
- *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*
- *Recognition of Prior Learning Policy*
- *Quality Assurance Handbook* (updated annually).

Publications on the quality assurance of BTEC qualifications are on our website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/Pages/home.aspx

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: www.edexcel.com/resources

14 Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory, or through customised training at your centre.

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- Ask Edexcel: submit your question online to our Ask Edexcel online service www.edexcel.com/ask and we will make sure your query is handled by a subject specialist.

Annexe A

Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Edexcel BTEC Level 2 Award in Setting up a Business Online (QCF) and Certificate in Online Business Skills (QCF) against the underpinning knowledge of the National Occupational Standards for Business Enterprise (from SFEDI). Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

indicates partial coverage of knowledge in the NOS unit

NOS	BTEC Specialist units	
	Unit 1	Unit 2
WB2	#	#
WB4		#
WB7	#	
WB8	#	
LG2	#	#

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