Pearson
BTEC

Delivering BTEC
during Coronavirus (COVID-19)

September 2020 to August 2021

Business

Guidance for BTEC Nationals, Firsts and Technicals

Teaching and learning guidance

Last updated 8 February 2021

Introduction

It is expected that COVID-19 will continue to impact upon teaching, learning and assessment through the academic year, impacting those learners who are part-way through their qualifications and those who are commencing this academic year. We are committed to ensuring that learners continue to benefit from the breadth of content of BTEC qualifications through adaptations in teaching and learning.

This document is intended to provide you with guidance for how you **might adapt delivery** for the sector's BTEC qualifications in the academic year of 2020-2021.

We continue to work with our regulators and relevant sector bodies on any possible adaptations or accommodations in line with the OFQUAL and DfE consultations.

Key aspects such as social distancing, safety, lost teaching time, subject content and practical activities have been considered from a sector perspective for your reference. However, it should be noted that all of the guidance provided here must only be followed within the context of the guidance issued by your own centre, relevant governing and industry bodies, local and national government.

For further advice and guidance, please refer to the Teaching, Learning and Assessment pages on Pearson's website or contact us via the Customer Support portal.

We look forward to continuing to support you and your learners throughout this challenging time and wish you well for the coming year.

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Overview

Adaptations to Assessments in 2021

Please refer to the assessment section on the **2020/2021 Teaching and Assessment page**, for adaptations to assessments and qualifications for the 2021 Academic Year. Here you will find:

- External Assessment Adaptations
- Technical Certificate Assessment Evidence Adaptations
- Work Experience and Employer Engagement
- Exam timetables
- FAQs

Please note that not all qualifications will be adapted, and it is important that you refer to the relevant adaptation guidance for 2021.

Some qualifications will not be adapted for one of the following reasons:

- An adaptation would impact the reliability and validity of the qualification
- The qualification is a licence to practice or primary purpose is progression to the workplace

Please note all adaptations apply to assessments completed by 31 July 2021.

Social Distance/Safety

Within the business suite of qualifications many units are able to be delivered remotely. It is felt the delivery and assessment of these programmes (particularly mandatory units) does not usually require a huge amount of group work or close proximity between learners, although learners will frequently work in small groups/pairs for practical based tasks such as roles plays, interviews and event management. Detailed thoughts and delivery approaches are highlighted by individual units in this document. It is suggested that some optional units that may require application of practical skills can be assessed later in the programme delivery should social distancing measures be eased.

Lost time teaching

Many learners will have lost significant teaching time between March and September 2020 which may impact achievement in 2021 particularly in programmes where units are long and thin and lead directly into the second year of the programme or are needed for synoptic assessment later in the programme. Centres should focus on ensuring that the learners have an adequate foundation for the units that will be delivered in 2020-21. Some units may have been part completed but not claimed due to the rules surrounding Centre Assessment Grades which needs to be incorporated into delivery schedules for individual programmes.

Flexibility of delivery and assessment

There is considerable flexibility for the use of diverse delivery models and assessment methods within the sector. This document aims to provide some guidance suggestions for adaptations to delivery to support learners in achieving the required standard. Alternative approaches to delivery and assessment can employ written reports, presentations, posters, video or audio recordings and other suitable methods, many learners are also very familiar with technology and all of these can be used in remote delivery. In the 'real life' operations across the Business, Retail, Management and Enterprise sectors, many adaptations of work practices have taken place in these times – it is very much hoped that delivery of qualifications in these sectors can also reflect this.

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

For Business, Management, Retail and Enterprise qualifications, the difficulty focuses on delivering and assessing interpersonal skills, customer service skills, interview skills and planning and running events provide key skills development that are a requirement in many roles within the industry. It is therefore important that where possible delivery and assessment fully incorporates the practical skills/activities for these types of units.

Face to face delivery time should target skills development required for employment progression in the sector rather than theoretical delivery. Centres may also decide to deliver optional units which do not require practical work in assessment. If it is likely that social distancing measures are to be eased later in the academic year, it might be that practical based units are not assessed until later.

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

There are many delivery and assessment methodologies that utilise technologies and new work practices identified throughout this document. Many of these guidance suggestions in delivery enhance learning and skills development and reflect changes in the broad business sector. The use of communications software and online networking is one way to support assessment, particularly where group planning/delivery and working together is a requirement. The requirements for practical assessment and skills demonstration however are vital when working within the sector and therefore the use of platforms such as Zoom/Teams is encouraged. Learners will benefit from using such technology to communicate and this provides them with a realistic experience of how business sector organisations are communicating with each other and their customers increasingly.

Business

Teaching and learning guidance

Unit No.	Unit Title	Remote delivery possible (Y/N)	Socially distanced possible (Y/N)	Potential impact	Comments
**BTEC Nationals in Business (RQF)**
1	**Exploring Business**	Y	Y	Recommended assessment approach suggests a presentation for LA E/P7. This may be restricted.	A presentation is not essential and written evidence is acceptable. The authorised assignment brief suggests learners work in groups for LA E, but this is not essential and advisable that learners work individually.
4	**Managing an Event**	**Y**	Y	Learning aim D: Stage and manage a business or social enterprise event and Learning aim E: Reflect on the running of the event and evaluate own skills development. Nature of the event may be restricted.	There has to be an event planned for LA C, staged for LA D, and reflected and reviewed for LA E. The nature of the event will have to be planned with a view to keeping learners and participants safe and risk assessment and contingency plan will be crucial evidence for LA C. An online event is acceptable but acknowledged this may limit the complexity of the event although it will add to the challenges of staging the event. This is acceptable as it will still allow learners to meet the requirements of the unit in terms of planning, staging and review. Ideas for remote events in the guidance are all online: quiz or competition, talent show, craft or cooking activity, sporting endurance test. These activities can be done using online platforms and attendees will be virtual. They can give feedback on the event which will be used for review for LA E.

5	**International Business**	**Y**	Y	Recommended assessment approach suggests a presentation for LA E/P8. This may be restricted.	A presentation is not essential and written evidence is acceptable.
8	**Recruitment and Selection Process**	**Y**	Y	Learning aim B: Undertake a recruitment activity to demonstrate the processes leading to a successful job offer and Learning aim C: Reflect on the recruitment and selection process and your individual performance. Learners have to participate in two interviews, one as interviewer and one as interviewee to meet the criteria B.P4 and B.M2/B.D2. Performance has to be reviewed in the light of feedback for C.P5.	Interview activities need to be carried out for this unit. Remote interviews are acceptable, using online platforms. Telephone interviews are acceptable. If either are used, evidence must be captured through recordings and/or assessor Record of Practical Activity forms. Interview skills from the unit content B2 will be demonstrated, albeit in a slightly different way. For example if telephone interviews carried out, body language won't be demonstrated. Noted that many businesses carry out telephone interviews as a preliminary process, so this skill will be useful. Assessor will need to give feedback which the learner can use for the review of their performance and SWOT analysis for C.P5.

9	**Team Building in Business**	Y	Y	Learning aim C: Develop effective team skills through practical activities. Face to face team activity may be restricted.	Team skills need to be demonstrated for this unit. The team activity can be carried out through online platforms. This may influence the nature of the team activity but will allow learners to take on team leader role and team member role for C.P5 and C.M3. The activity should be recorded for assessment/verification purposes and feedback given as learners have to use the feedback for C.M3. Learners should provide supporting evidence of the activity and for C.P6 and C.M3 they have to reflect and review their performance, which can be done remotely. Online team activities will provide useful skills to master and will provide ample opportunity for reflection of effectiveness.
10	**Recording Financial Transactions**	Y	Y	No issues. Can be done remotely.	
11	**Final Accounts for Public Limited Companies**	Y	Y	LA C: Recommended assessment approach suggests an oral presentation to analyse ratio results. This is not essential	Written evidence is valid and authorised assignment brief doesn't ask for a presentation, but for three written reports.
12	**Financial Statements for Specific Businesses**	Y	Y	No issues. Can be done remotely.	

13	**Cost and Management Accounting**	**Y**	Y	LA D: Recommended assessment approach suggests a presentation; authorised assignment brief also suggests a presentation. This is not essential.	Written evidence is valid and Essential information for assessment decisions requires 'written explanation'. Presentation is therefore not required.
14	**Investigating Customer Service**	**Y**	Y	Learning aim C: Demonstrate customer service in different situations, using appropriate behaviours to meet expectations. C.P4 demonstration of customer service skills done as role plays as indicated in Essential information for assessment decisions may be restricted.	Customer Service situations have to be demonstrated either as role plays or in work placement situations. Remote customer service activities will be acceptable, either using online platforms or using email or telephone. Consideration needs to be given to capturing of the evidence if online platforms used. The unit content C1 indicates 'written, email or other electronic media, telephone'. Body language will not be observed if these alternative methods used, but other skills and behaviours will be easily demonstrated. The challenges of online activity, including barriers to communication, will be important.

15	**Investigating Retail Business**	**Y**	Y	LAs A&B require some primary research in the local area; authorised assignment brief refers to this but it may be restricted. LAs B and C Essential information for assessment decisions indicates it will be 'useful to use individual research from visits to retail businesses and interviews with employees'; for B/Merit standard 'some evidence may be drawn from an interview conducted with a member of the retail profession'. This may be severely restricted.	Primary research by visits can be replaced by secondary desk research. Interviews with retail professionals can be replaced by secondary desk research. If manageable, telephone interviews could be conducted but this is not essential.
16	**Visual Merchandising**	**Y**	Y	LAs A&B opportunity to visit retail outlets for research may be restricted. Learning aim C: Create a successful display for a retail outlet through the use of appropriate visual merchandising techniques. The practical demonstration of visual merchandising techniques may be restricted.	Research may have to be from experience for LAs A&B and from desk research and this is acceptable. For LA C/P6, a display must be created and feedback sought for review of the display (C.M3) and demonstration of self-management and initiative and creativity (C.D3). If this is created at home, it will impact on the realistic plan for C.P5. Learners are not to be judged on their artistic design skills, but some ingenuity and originality of ideas will be necessary and this can be demonstrated at home. Acknowledged that resources and props may be limited if display not done in the centre, but imaginative use of artefacts and techniques such as lighting can still be demonstrated. Acceptable if the display is not sophisticated. The display must be captured, by videos or

					photographs, which should be sent to the assessor and peers for feedback. Observation record (assessor) and witness statement (peers) can be used by the learner for Merit and Distinction standard.
17	**Digital Marketing**	**Y**	Y	LAs A&B: Recommended assessment approach suggests a presentation but this is not essential.	For LAs A&B a presentation is not required and authorised assignment brief asks for a magazine article, which is appropriate.
18	**Creative Promotion**	**Y**	Y	LA C: Recommended assessment approach asks for a presentation of a proposal for the promotional campaign, along with examples of proposed promotional materials. Essential information for assessment decisions for LA C references learners presenting the creative plan.	For LA C, the presentation of the promotional campaign can be evidenced through written materials and not presented verbally. The authorised assignment brief asks for a written report. Examples of proposed promotional materials can be produced remotely. If it can be managed, a presentation could be performed using online platforms, but this is not essential.
19	**Pitching for a New Business**	**Y**	Y	Learning aim C: Carry out a pitch for funding for the chosen micro-business	LAs A&B can be done remotely. It is advisable that LA B is not done in a small group as suggested in the Essential information for assessment decisions but learners can share ideas remotely. For LA C, an individual pitch of the start-up business plan is required. This requires documents/materials alongside a professional pitch demonstrating presentation skills - see C2 in unit content. For C.P5 the pitch can be performed using an online platform or done at home and recorded, for assessment/verification purposes. The informed audience may be limited and not include local

					business people as indicated; assessor and peers could view the pitch and give feedback, which can be used for the review for C.P6 and C.M3. although done remotely, it should be tackled in a formal way.
20	**Investigating Corporate Social Responsibility**	**Y**	Y	No issues with this unit, which can be done remotely. Learning aim B: Investigate the benefits and drawbacks for businesses of adopting a CSR policy	The Recommended assessment approach references a presentation as does the Essential info for assessment decisions for LA B, but this is not necessary and written evidence is acceptable for this unit.
21	**Training and Development**	**Y**	Y	LA A Recommended assessment approach suggests a professional presentation with speaker notes. Essential information for assessment decisions implies a presentation. LA B/P4 asks for an explanation of the impact of training on an individual which implies contact with an individual.	The evidence for LA A can be written as a presentation is not essential. Authorised assignment brief asks for a written report. B.P4 not expected that an individual is interviewed; desk research is acceptable. The practical element in LA C can be carried out remotely by planning an induction programme.
22	**Market research**	**Y**	Y	Learning aim B: Plan and implement a market research activity to meet a specific marketing objective. Primary research may be limited as face to face research may not be possible.	For LA B, plan a market research activity, carry out a pilot, then make adjustments and carry out the final market research questionnaire. Primary research has to be carried out. This can be done using online platforms, like Survey Monkey. Important that the activity is captured through screenshots etc. Essential information for assessment decisions states two of each type (primary and secondary) are required in the plan. Survey is easy to organise online but

					observation and focus groups may be more challenging. Focus group could be carried out using online platforms remotely and observation must comply with government safety advice. Interpretation of results for LA C can be carried out remotely.
23	**The English Legal System**	**Y**	Y	Essential information for assessment decisions indicates that it is 'desirable' that learners attend and watch cases in different courts to observe processes and personnel. This may be restricted. Guest speakers (solicitors/barristers) are also recommended but this will be restricted.	Because of problems visiting courts, it is not essential that learners do this for research for the unit. Desk research is acceptable. If manageable, guest speakers from local solicitors/chambers could be recorded speaking to learners using online platforms, but again this is not essential.
24	**Employment Law**	**Y**	Y	Recommended assessment approach suggests presentation as evidence. LA C: Essential information for assessment decisions/Pass standard indicates evidence will be 'in a presentation and briefing sheet'.	Essential information for assessment decisions indicates a presentation is optional. Authorised assignment briefs require reports. Presentations are therefore not essential.

25	**Aspects of Civil Liability Affecting Business**	**Y**	Y	All LAs: Recommended assessment approach suggests presentations/briefing sheets as evidence. The Essential information for assessment decisions gives an option on evidence format: 'either in written format or in a presentation supported by slides, notes etc' For Distinction standard 'if a presentation is made, learners must be prepared to answer audience questions'. This would be restricted.	Authorised assignment briefs both require written reports as evidence. Can be delivered and assessed remotely as presentations are not essential.
26	**Aspects of Criminal Law Impacting on Business and Individuals**	**Y**	Y	Essential information for assessment decisions references giving advice via a presentation. This is not essential.	Authorised assignment briefs ask for written magazine article, advice pack and report. Presentations not essential.
27	**Work Experience in Business**	**N**	N	Learning aim B: Carry out work experience in an appropriate and safe manner. This may be severely restricted. Learning aim C: Reflect on work experience undertaken and its influence on own personal	Due to the current situation, with the problems many businesses are facing, it is unlikely that they will be able to offer 40 hour work placements to BTEC National learners. Work placements could seriously compromise safety of learners. It is not possible to do a work placement remotely. It is therefore advisable that this unit is not chosen as part of the BTEC Nationals. This unit should not be part of the programme if work placement cannot take place.

				and professional development	
28	**Branding**	**Y**	Y	No issues. Can be done remotely.	
29	**Relationship Marketing**	**Y**	Y	No issues. Can be done remotely.	
30	**Legal Principles and Professional Ethics in Financial Services**	**Y**	Y	Learners need to research businesses but direct contact may be limited	Remote research is acceptable via financial services companies' websites.
31	**Effective Management of Personal Debt**	**Y**	Y	No issues. Can be done remotely.	
32	**Buying for Business**	**Y**	Y	Essential information for assessment decisions for LAs A&B indicates learners will 'benefit from conducting interviews with buyers or with someone working in a procurement environment'. This may be restricted.	Remote research will be acceptable. Case studies are also cited in the guidance
33	**Supply Chain Operations**	**Y**	Y	Essential information for assessment decisions for LAs A&B indicates learners will 'benefit from conducting interviews with buyers or	Remote research will be acceptable. 'Business information in relation to procurement from websites and printed resources' is also cited in the guidance.

Unit No.	Unit Title	Remote delivery possible (Y/N)	Socially distanced possible (Y/N)	Potential impact	Comments
				with someone working in a procurement environment. This may be restricted.	
34	**Investment Opportunities and Financial Planning**	**Y**	Y	No issues. Can be done remotely.	
35	**Insurance Principles and Policies**	**Y**	Y	No issues. Can be done remotely.	

Unit No.	Unit Title	Remote delivery possible (Y/N)	Socially distanced possible (Y/N)	Potential impact	Comments
			BTEC Nationals in Business (QCF)		
1	**The Business Environment**	Y	Y	No issues. Can be done remotely.	
2	**Business Resources**	Y	Y	No issues. Can be done remotely.	Learners need financial data in order to complete LO 4.

| 3 | **Introduction to Marketing** | Y | Y | LO 2/P3 and P4 Use marketing research for marketing planning. In Essential guidance/Assessment, suggestion that learners use a business, perhaps the centre, to investigate marketing research used for marketing planning for P3. Essential guidance/Delivery suggests learners could conduct their own research for P4. Both activities may be restricted. | Learners can work remotely as long as the necessary information is made available to them for LO 2. They do not need to carry out their own research, as this may be severely restricted but would need access to marketing research results in order to complete P4. As long as this is provided, remote working is possible. |
| 4 | **Business Communications** | Y | Y | Essential guidance/Delivery suggests learner can work in pairs to investigate local businesses, but this may be limited. Role play is suggested as useful in teaching about the importance of verbal communication/body language, but this may be limited. Essential guidance/Assessment for P2, suggestion that a verbal presentation is one of the three methods used. This could be restricted. Guidance suggests learners obtain | Remote working on this unit is appropriate. Learners do not have to work together. Learners can research and obtain examples of communication from a business remotely. |

				examples of communication from a business organisation.	
5	**Business Accounting**	Y	Y	Group work and visiting speakers may be limited. D2 in Essential Guidance/Assessment - 'Learners will work in groups to evaluate the performance and position of the business.... and could present their evidence as part of a group'	Online research is valid. Not necessary to work in groups and could present individual evidence. If it can be arranged, could do this via online meeting platform. Centre can choose.
6	**Financial Accounting**	Y	Y	Small group work suggested in guidance may be limited. Essential Guidance/Assessment: P3 suggests groups discuss changes required to spreadsheets and for D2 presentation as a small group to give evaluation of changes.	Individual work is valid and learners don't have to work in a small group. Presentations are not necessary and written evidence is valid.
7	**Management Accounting**	Y	Y	Small group work suggested in guidance may be limited. Essential Guidance/Assessment: D2 presentation as a small group.	Individual work is valid and learners don't have to work in a small group. Presentations are not necessary and written evidence is valid.

8	**Accounting Systems**	Y	Y	Opportunity to observe and use computerised account packages such as Sage may be limited. Similarly use of visiting speakers. Essential Guidance/Assessment P2/P3/M1/D1 group talk or presentation will be limited.	Access to accounting packages can be done remotely and online through screenshots. Individual work is valid and written evidence acceptable.
9	**Creative Product Promotion**	Y	Y	All LOs: Use of resources like art/recording studios and drama facilities may be limited. Group work also limited.	Can be completed individually and remotely. Promotional materials may not be to professional standard due to lack of resources, but this is acceptable.
10	**Market Research in Business**	Y	Y	LO 3: Be able to carry out research. This may cause issues with primary research/surveys face to face. Observations, interviews, field trials limited. Limited peer review and group questionnaires as suggested in Essential Guidance.	Online polls and surveys are valid for primary research. Individual surveys with individual feedback from assessor or sharing with peers remotely is acceptable.
11	**Relationship Marketing**	Y	Y	Role plays, guest speakers, visits may be limited. For P4, 4 techniques may be limited as quality circles and consulting with a business would pose problems.	Can be completed individually and remote online research is valid. Four quality systems/techniques from LO 3 can be demonstrated and used remotely for P4.

12	**Internet Marketing**	Y	Y	No issues. Can be done remotely.	
13	**Recruitment and Selection in Business**	Y	Y	LO 4/P5 'take part in a selection interview' and learners need to show 'effective communication and listening skills'. In the Essential Info/Delivery it indicates 'emphasis on the importance of all types of communication' including 'non-written, body language, appearance'. For M2 'analyse your contribution' to interviews.	Interview role plays are key to this unit and are required. Would be possible through online platforms like Zoom or Microsoft teams and this would be preferred option. Telephone interviews with assessor would be acceptable but would prevent body language and appearance being visible. Whatever method is used, needs to be recorded and captured for verification purposes. Full evidence of contribution for M2 will include preparation of documents for P3 and P4 and should include questions to ask and potential answers to give, as interviewee and interviewer if learner able to take on both roles. It may be that one role play as interviewee with assessor as interviewer is possible which will be acceptable but learners should prepare interview questions in evidence even if they are not able to take on interviewer role.
14	**Aspects of Employment Law**	Y	Y	No issues. Can be done remotely.	
15	**Development Planning for a Career in Business**	Y	Y	All LOs: Interview fairs, visiting speakers, work experience may be severely limited, as well as meetings with career officers, employers and tutors etc. P3/P5 skills audit and demonstration of transferable skills may be limited due to pandemic.	Research can be completed remotely. Skills audit for P3 and demonstration of transferable skills for P5 won't be able to be measured through direct observation but assessor can observe skills being shown through working remotely and can provide Record of Activity commenting on learner's skills and performance throughout pandemic. Learner can also reflect on skills being currently used in pandemic and ascertain continuing development they aspire to.

16	Human Resource Management in Business	Y	Y	Practical examples through work experience may be difficult. Visiting speakers and group discussions, also may be limited.	Can be completed individually and research can be carried out remotely.
17	Training in the Business Workplace	Y	Y	LO 3: Plan and deliver a training programme may be restricted in terms of delivering the training programme. Examples of training and development methods from real organisations, including the centre, part-time job or work placement will be restricted for P3.	Evidence for P1 does not have to be in the form of a group presentation as suggested by Assessment Guidance. Written individual evidence appropriate. For LO 3/P3 training programme can be planned and materials produced remotely. Restriction in delivery of any training or of investigations into an actual training programme. Research should be conducted remotely online. For LO 4/P4 and D3, a training programme needs to be reviewed. Case studies could be provided by the centre.
18	Managing a Business Event	Y	Y	For this unit/LO 3 an actual event should be held which may be challenging at the current time with physical distancing in place. Safety is paramount when running any event, moreso at the present time. As all events cancelled summer 2020, this will inform research. Collaboration for planning and running the event will be severely limited.	Research into events attended in the last year may be limited as most events cancelled in 2020. The actual running of an event is essential for this unit, in terms of planning and review, as well as administrative skills. An online event is therefore advisable if this unit is delivered. Group work which would normally be part of this unit will be severely restricted when learners are working online. Individual events are acceptable if group work is not possible. Much of the planning the event will be restricted, like booking a venue and resources, arranging travel and accommodation, materials, security of equipment for P3 and P4. Much of the admin activities for running the event for P5, P6 and P7 will

					be limited. There may be events happening in the centre like parents' evening (which may be run remotely), or events for prospective new learners, and learners could help run such an event. Imperative that this is closely controlled to ensure safety precautions adhered to. If the event can be held online, then evidence must be captured/recorded for verification purposes. LO 4/P7 and P8 will be possible once the event has been held. Again, this may be limited by an online event.
19	**Developing Teams in Business**	Y	Y	For this unit, learners need to demonstrate their teamworking skills. For LO4, 'be able to work effectively in a team'. May be severely restricted. For P4 demonstration of working as part of a team; P5 as above, dealing with any conflict or difficult situations as a team leader.	Expectation that learners will have many opportunities to work in teams. In teaching and learning, group activities on stages of team development and leadership qualities may be limited. Teamwork activities essential for this unit. Role plays will need to be carefully planned via remote working. Face to face teamworking will not be possible but online working in a team is possible, although could be a challenge. Use of online platforms to demonstrate teamwork, as a member of the team and as a team leader. All learners need to experience both roles. Learners will need access to resources to do this. Evidence should be captured for verification purposes and observation records of learners' performance required.

20	**Managing Physical Resources in a Business Environment**	N	Y	This unit is intended to be delivered in the workplace or under simulated conditions. This may be severely restricted in the current times. For P5 Conduct a risk assessment of three physical resources in a selected workplace. For P6 learners have to design a system to monitor these three resources. Unit references small group work and visiting speakers, both of which may be restricted.	Because of the constraints of working remotely, it will be difficult to conduct a risk assessment of physical resources from home. Learners would only be able to achieve this if they had recent experience of a workplace and could work from memory, assuming they are no longer in that workplace due to the pandemic. Case studies could supplement existing experience and knowledge. Visiting speakers and small group work would be difficult but not impossible, using online platforms. Advisable not to choose this unit if learners working from home and with no recent work placement experience.
21	**Aspects of Contract and Business Law**	Y	Y	Unit suggests visiting speakers and group discussions which may be restricted.	Unit could be delivered and assessed remotely through case studies. The centre should provide learners with a real contract for teaching & learning purposes, as indicated in the Assessment guidance. Resources would have to be provided for learners from home.
22	**Aspects of Civil Liability for Business**	Y	Y	Unit assessment suggests group work but this is not essential.	Unit could be delivered and assessed remotely without group work. Resources would have to be provided for learners working from home.

23	**Aspects of the Legal System and Law-making Process**	Y	Y	Essential guidance/Delivery says learners will benefit from court visits and visits to parliament. Magistrates, solicitors and barristers as guest speaks would be beneficial. These would all prove restricted at the current time. Throughout, suggestion of group work.	Visits are not essential. Could be delivered and assessed remotely through use of case studies and resources would have to be provided. Learner work can be completed individually rather than relying on group discussions as individual evidence required. Online platforms could be used for discussions prior to assignment work. Similarly, visiting speakers could be accommodated through online platforms if this can be organised.
24	**Aspects of Criminal Law Relating to Business**	Y	Y	Group research suggested in unit.	Group work not essential. Resources would have to be provided for learners, including case studies. Remote delivery and assessment acceptable.
25	**Supporting Business Activities**	N	Y	This unit is intended to be delivered in the workplace or under simulated conditions. Learners have to have experience of working, either through placements and visits, to fulfil the requirements. For LO 4 'Plan work and carry out a support role'. This would be severely restricted at the current time.	The unit assumes experience of work and visits or guest speakers. Requirements of LO 4/P5 and P6 where learners have to show that they have planned and provided support activities which would be very difficult to show if working from home and there is no experience of work placements. It is advisable that this unit is not delivered if learners are working from home.

26	**Managing Business Information**	N	Y	This unit requires learners have access to business management systems for the second part of the unit for LOs 3 and 4: be able to maintain an information system; be able to produce information to support decision making in organisations.	Learners are expected to have access to management information systems during teaching and learning with demonstrations and examples. For P5 they have to input and manipulate data and for P6 produce data and reports to support business decision making. This could not be done remotely, unless the applications and systems were made available to learners at home.
27	**Understanding Health and Safety in the Business Workplace**	Y	Y	This unit relies on working knowledge and experience of a workplace in order that a risk assessment can be carried out for P4/M3. This may be limited. Group work/presentation suggested in outline learning plan, which might be difficult and is not essential.	Case studies should be used in delivery and resources provided for learners for them to carry out research into Health & Safety. LO 4 is the practical element of the unit where learners are expected to assess and manage risk. The guidance suggests activities based on a selected organisation, which could be the centre or a workplace that the learner has recent experience of. Group work is not essential and learners can work individually on their risk assessment. Important that the risk assessment is based on a selected workplace so knowledge of a suitable workplace is essential. Could provide learners with a videocam link of a workplace they could use.

Last updated 8 February 2021

28	**Business Project Management**	N	Y		This unit is intended to be delivered in a workplace or simulated conditions. Beneficial for learners to have access to realistic business projects which may be restricted. Work-based project means this is a practical unit, rather than an academic research project. Specialist information technology packages should be available.
29	**Understanding Retail**	Y	Y	All LOs: Visits to different types of stores/stockrooms recommended in Delivery Guidance. There may be limited opportunities for this.	Learners can draw on existing knowledge and carry out online research, including considering e-retailing. Most retailers have well established websites.
30	**Visual Merchandising in Retail**	Y	Y	LO 4 Be able to plan and assemble a display for P4/P5. Site visits may be limited.	Practical elements of creating the display can be done remotely, at home using props to hand. Acknowledged that this may limit the actual display. The display can be mocked up online and this would be acceptable. Evidence must be captured with photographs, screen-shots, for assessment and verification.
31	**Fashion Retailing**	Y	Y	All LOs: Practical research on retail practice and fashion trends but learners will be limited on visits to fashion outlets. Contact with retail organisations through visits/visiting speakers may be limited.	Learners can research online. Group discussions can be done remotely if required.

32	**Food Retailing**	Y	Y	All LOs. Visits to food retail outlets/distribution centres may be limited. Similarly collaboration with food retailers may be limited.	Online research is acceptable. Most food retailers, not just large supermarkets, have well established websites. Any group discussions can be done remotely if required.
33	**The Impact of Communications Technology on Business**	Y	Y	LO1/P1 visits to organisations using internet technology may be limited. LO2/P3, P4, M1 practical workshops using different equipment may be limited if learners working remotely. LO 4/P7 Meeting with people who have been affected by changes to working practices may be limited.	Online use of technology is valid but printouts and screenshots must capture evidence of practical work. Online research on effects of impact of technology can be done remotely.
34	**Website Design Strategy**	Y	Y	LO1 and 2: visits to organisations/exhibitions may be limited as will inviting visitors to discuss responses to websites.	Online research is valid. LO3 Evaluation of other's websites can be done remotely.

35	**Supply Chain & Stock Management**	Y	Y	All LOs: Visits/visiting speakers may be limited.	Online research is valid. Issues with integrated supply chains during Covid 19 would be relevant for this unit.
36	**Starting a Small Business**	Y	Y	All LOs: Working with peers for start-up ideas may be limited to remote meetings. For LO4/P5 working with a business mentor may be restricted.	Working remotely with peers for initial start-up idea is acceptable. Evidence captured through notes or actual recordings of meetings. Working remotely with business mentor is acceptable. Presentation of the business plan - a written business plan is acceptable, rather than a presentation. If a presentation is carried out remotely, it must be recorded for assessment/verification.
37	**Understanding Business Ethics**	Y	Y	No issues. Can be done remotely.	
38	**Business & the Economic Environment**	Y	Y	No issues. Can be done remotely.	
39	**International Business**	Y	Y	No issues. Can be done remotely.	
40	**Computer Applications for Financial Management**	Y	Y	All LOs: Working in groups suggested by the guidance may be limited.	Individual work is acceptable. Evidence of using computer applications must be recorded through print-outs/files etc
41	**Business Markets & the Economy**	Y	Y	No issues. Can be done remotely.	

42	**Quality Management Systems in Logistics**	Y	Y	All LOs: Research opportunities and visits to logistics outlets and visiting speakers may be limited. Group activities may be limited and practical activities similarly.	Online research valid. Along with written, individual evidence of practical activities which can be done remotely.
43	**Transport Planning**	Y	Y	All LOs. Research opportunities and site visits may be limited. Group discussions and role plays as suggested by guidance may be limited. Workplace activities may be limited.	Online research valid. Individual evidence rather than group activities acceptable. Role plays not necessary. Practical activities can be done remotely as long as evidence is captured. Written evidence is valid.
44	**Operational Management of Road Transport**	Y	Y	All LOs. Research opportunities and site visits may be limited. Group discussions and role plays as suggested by guidance may be limited. Workplace activities may be limited.	Online research valid. Individual evidence rather than group activities acceptable. Role plays not necessary. Practical activities can be done remotely as long as evidence is captured. Written evidence is valid.
45	**Transport Systems and the Environment**	Y	Y	All LOs. Research opportunities and visits to railway and bus stations may be limited, as well as visiting speakers. Group discussions and role plays as suggested by guidance may be limited. Workplace activities may be limited.	Online research valid. Individual evidence rather than group activities acceptable. Role plays not necessary. Practical activities can be done remotely as long as evidence is captured. Written evidence is valid.

| 46 | **Supply Chain Organisation** | Y | Y | Research opportunities and site visits may be limited. Group discussions may be limited, as role plays. Workplace activities may be limited. | Online research valid. Individual evidence rather than group activities acceptable. Role plays not necessary. Practical activities can be done remotely as long as evidence is captured. Written evidence is valid. |

Unit No.	Unit Title	Remote delivery possible (Y/N)	Socially distanced possible (Y/N)	Potential impact	Comments
				BTEC First Award in Business (2018)	
1	**Introduction to Business**	Y	Y	LA A: Research by visit to businesses and visiting speakers as suggested in delivery approach may be limited. LA B: Finding out what primary and secondary methods used by a business may be limited as visits/visiting speakers limited.	LA A: Remote research is advisable and this may affect the choice of business used. Local businesses may prove more difficult. LA B: Use of Survey Monkey or Zoom may be used to assist teaching on primary research. Remote research into how businesses use primary research is valid. If a guest speaker can use online platform to discuss methods of primary/secondary research that would be ideal. LA C: Use of remote research acceptable.

3	**Enterprise in the Business World**	Y	Y	All LAs: Visits to centres for research and visiting speakers may be limited as access to local businesses may be restricted. Group work suggested for ideas on business idea for LA B may be limited. Similarly, group presentations as suggested in guidance may be limited. For LA C presentation verbally may be restricted.	Research can be done remotely. Local business people could use online platforms to talk to learners. Individual work is valid and can be done remotely. Business plan for LA C can be presented in writing rather than presented verbally.
4	**Promoting a Brand**	Y	Y	No issues with this unit.	Research can be done remotely. Evidence for LA A and materials for brand promotion LA B can be produced remotely in written format. Not necessary for verbal presentation.
5	**Principles of Customer Service**	Y	Y	Intro: Development of learner's own customer service skills and opportunity to put these skills into practice. LA B: Demonstrate appropriate customer service skills in different situations. Expectation is that role plays, part-time work or work placement will be used for 2B.P7 to 'demonstrate effective communication skills to meet customer	If role plays can be conducted remotely, using on-line platforms, and this is acceptable. If used, the evidence must be recorded and/or assessor observation records produced. If remote role plays are not possible, alternative situations dealing with different customer types can be used as evidence for 2B.P7. In the Essential information for assessment for 2B.M4, it states 'learners do not have to be limited to face-to-face situations. They can also demonstrate their skills through written communication (such as responding to letters or emails of complaint) or recorded telephone conversations..... written script for a telephone conversation or their draft notes for a role play'. This would be acceptable evidence for 2B.P7 instead of role plays, allowing learners to demonstrate skills remotely.

				needs when dealing with three different customer types in customer service situations'. And for 2B.M4 'demonstrate effective communication skills when responding to customer problems and complaints in three customer service situations'. Role plays, part-time work or work placement may be restricted for face to face customer service situations.	
6	**Recruitment, Selection and Employment**	Y	Y	Intro: learners will have an opportunity to complete an interview for a specific job role. This may be through part-time job, work experience or role play. In Essential information for assessment for LA A, suggests learners approach a business directly to do research about recruitment and selection processes, but this may be restricted. Learning Aim C 'Demonstrate interview skills' and learners expected to take part in an interview for 2C.P5, 2C.M4	For LA A, research can be done remotely. For LA C, interviews need to be carried out to demonstrate 'appropriate responses to interview questions' for 2C.P5. Acceptable for these to be done remotely using online platforms or telephone interviews would also be acceptable. Interview performance feedback required to meet 2C.D3, so assessor must record remote interviews and/or complete an observation record. Learners should show preparation for interviews by formulating potential interview questions and their responses to meet 2C.M4 and this would be evidence for 2C.P5 as well. GDPR and safeguarding must be considered when deciding how to capture evidence.

				and 2C.D3. Work experience interviews or role plays in face to face situations may be restricted.	
BTEC First Diploma in Business (2012)					
1	**Enterprise in the Business World**	Y	Y	All LAs: Visits to centres for research and visiting speakers may be limited as access to local businesses may be restricted. Group work suggested for ideas on business idea for LA B may be limited. Similarly, group presentations as suggested in guidance may be limited. For LA C presentation verbally may be restricted.	Research can be done remotely. Local business people could use online platforms to talk to learners. Individual work is valid and can be done remotely. Business plan for LA C can be presented in writing rather than presented verbally.
3	**Promoting a Brand**	Y	Y	No issues with this unit.	Research can be done remotely. Evidence for LA A and materials for brand promotion. LA B can be produced remotely in written format. Not necessary for verbal presentation.
4	**Principles of Customer Service**	Y	Y	Intro: Development of learner's own customer service skills and opportunity to put these skills into practice. LA B: Demonstrate appropriate customer service skills in different situations. Expectation is that role plays,	If role plays can be conducted remotely, using online platforms, and this is acceptable. If used, the evidence must be recorded and/or assessor observation records produced. If remote role plays are not possible, alternative situations dealing with different customer types can be used as evidence for 2B.P7. In the Essential information for assessment for 2B.M4, it states 'learners do not have to be limited to face-to-face situations. They can also

				part-time work or work placement will be used for 2B.P7 to 'demonstrate effective communication skills to meet customer needs when dealing with three different customer types in customer service situations'. And for 2B.M4 'demonstrate effective communication skills when responding to customer problems and complaints in three customer service situations'. Role plays, part-time work or work placement may be restricted for face to face customer service situations.	demonstrate their skills through written communication (such as responding to letters or emails of complaint) or recorded telephone conversations..... written script for a telephone conversation or their draft notes for a role play'. This would be acceptable evidence for 2B.P7 instead of role plays, allowing learners to demonstrate skills remotely.
5	**Sales and Personal Selling**	Y	Y	LA A: visits and observations might be limited for teaching/learning. LA B: learners to 'Demonstrate personal selling skills and processes' which might be limited.	Instead of visits/observations, relevant videos could be used in teaching & learning. Unit intro indicates 'personal selling usually involves meeting customers face to face or speaking to them on the telephone. However, new technologies also allow personal contact to take place over the internet, via video conferencing'. In topic B1 examples given of communicating with customers which are not all in person. For LA B, demonstration of personal selling is required. It is acceptable for non-face-to-face personal selling activities to be demonstrated remotely for 2B.P6/P7, either using the telephone, email, internet chat. Two situations should be

					used. For 2B.M3 there should be a problem/complaint dealt with. If role plays used, can be done via online platforms. But this is not essential, and alternatives can be used. Important that whatever format is used, evidence is captured/recorded for assessment and verification purposes, considering GDPR and availability of resources. Learners should log their selling activities to add further evidence.
6	**Introducing Retail Business**	Y	Y	LA B: Suggested assignment outline references presentation or discussion, with video recording and peer reviews. The Authorised Assignment Briefs suggest presentations and notes as evidence but this may be limited	Assessment guidance does not specify presentation/discussions, so written, individual evidence is acceptable. Presentations are not essential.
7	**Providing Business Support**	N	Y	This is a practical unit, which is a demonstration of admin activities, using equipment safely and organising and providing support for a meeting. The unit is often delivered during a period of work placement or using centre resources. This would be severely restricted. For teaching purposes: 'special resource required is access to suitable office equipment'.	LA A: visits and work placements severely restrict the research into two contrasting businesses indicated in Assessment guidance. LA B: Use of varied office equipment would be difficult to teach remotely and learners would find it difficult to show their skills remotely. 2B.P3 'Demonstrate using office equipment safely' would be severely limited. 2B.M2 'Demonstrate safe lifting techniques' would be severely limited. LA C/P5-P6 'take notes during the meeting' and 'provide all required support for a meeting' including meeting delegates, would be severely limited. Assessment guidance: 'Recommended the meeting is larger than a small team

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				This is severely restricted at the current time and could not be taught remotely. Assessment guidance for LA A: 'learners could draw on their knowledge of businesses, gained through visits, work placements and case studies' but this would be severely restricted. Assessment guidance for LA B: 'as a minimum learners must use a computer, printer, a telephone and an office chair' which would be severely restricted	meeting and involves using equipment (such as laptop and LitePro)'. 2C.D2 'evaluate own contribution' would be severely restricted. ADVISABLE not to choose this unit during current time.
8	**Recruitment, Selection and Employment**	Y	Y	Intro: learners will have an opportunity to complete an interview for a specific job role. This may be through part-time job, work experience or role play. In Essential information for assessment for LA A, suggests learners approach a business directly to do research about recruitment and selection processes, but this may be restricted. Learning Aim C 'Demonstrate interview skills' and learners	For LA A, research can be done remotely. For LA C, interviews need to be carried out to demonstrate 'appropriate responses to interview questions' for 2C.P5. Acceptable for these to be done remotely using online platforms or telephone interviews would also be acceptable. Interview performance feedback required to meet 2C.D3, so assessor must record remote interviews and/or complete an observation record. Learners should show preparation for interviews by formulating potential interview questions and their responses to meet 2C.M4 and this would be evidence for 2C.P5 as well. GDPR and safeguarding must be taken into account when deciding how to capture evidence.

				expected to take part in an interview for 2C.P5, 2C.M4 and 2C.D3. Work experience interviews or role plays in face to face situations may be restricted.	
10	**Using Business Documentation**	Y	Y	LA C: Produce business documents for communication in a business. Practical nature of this unit may be restricted but not impossible during present time.	Practical elements rely on learners having access to equipment to produce the documents. This can be done remotely assuming software applications are available.
11	**Building Successful Business Teams**	N	Y	LA C: Use skills to demonstrate effective team working. This practical element may be restricted if learners are socially distancing. Assessment guidance: 'to achieve all the assessment criteria, learners must have the opportunity to work in team situations to explore and demonstrate the skills and quality required…A reasonable team size would be four to six people'. This could be limited.	There may be severe limitations on team activities for groups of four to six. It would be possible to organise this using online platforms, assuming these are available. But this would be challenging to organise and for learners to showcase their skills. Remote working is becoming the norm but would be challenging for level two learners. Suggested assignment outline for LA C indicates: 'learner will be participating in real teamworking activities. These may be completed while on a work placement, in a part-time job or in team activities in your centre'. These situations would be severely restricted during the present time. It is advisable only to tackle this unit with full support and resources available to learners to complete remotely.

12	**Introducing Law and Consumer Rights**	Y	Y	No issues with this unit.	
13	**Financial Planning and Forecasting**	Y	Y	No issues with this unit.	Can be carried out remotely with case studies being provided along with financial data. However, there may be problems with originality if all learners have the same data. Collaboration when work done remotely is difficult to monitor. A way round this is to provide different data sets. Another precaution could be to limit the time available to learners to produce evidence.
14	**Business Online**	Y	Y	No issues with LAs A-C. But LA D is 'design a web site to meet the needs of business' and software available remotely may be limited.	LA D: issues with availability of software will have to be managed. For 2D.P8/M5/D4 learners have to demonstrate functionality, receive feedback (M5) and make changes (D4). This can be done remotely using online applications, with learner presenting and assessor giving feedback. This will need to be planned carefully. Evidence needs to be captured for assessment/verification by recordings/screenshots.
15	**Public Sector Business**	Y	Y	No issues with this unit which can be delivered and assessed remotely.	Assessors will need to ensure learners have the resources/notes available for research. Public sector businesses will have well developed and accessible websites. Learners may focus on NHS and Police, discussing issued faced at present time which may take them off at a tangent so may need firm guidance.
16	**Enhancing the Customer Experience**	Y	Y	No issues with LA A, although staff satisfaction in content A1 may seem anomalous with current job losses. LA B content may seem out of date in current situation with	Can be delivered and assessed remotely but current situation may impact on the research and evidence learners produce, which is valid. Discussion of impact of social distancing and restrictions on customer experience will prove interesting.

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				rise in online shopping; also, comparison of sales figures with previous years would be meaningless at the moment. For LA C, ways to improve service may be limited given businesses closing, economic situation and slow recovery.	
17	**Visual Merchandising in Retail Business**	Y	Y	LA A & B - no issues with remote delivery although expectation to visit retail outlets and see merchandising in action will be restricted. LA C 'Apply visual merchandising techniques' could be more difficult and likely to be more restricted.	Acceptable for research to be done remotely for A&B. For LA C/2C.P6 a realistic product display needs to be completed so that it can be reviewed for 2C.P8 and feedback given for 2C.M3/D3. The display can be done remotely at home. Acknowledged that learners may not have access to sophisticated props and resources which the centre could provide, but it is acceptable if the actual display is more basic than the detailed planogram produced for 2C.P5 promises. Evidence of display must be captured by recordings/photographs so that assessor can give feedback. Other feedback may be limited (customers, owner/manager of retail business etc). But assessor feedback is required as a minimum and if possible peer feedback could be sought, for 2C.M3 and 2C.D3 for review purposes.
18	**Small Business Planning**	Y	Y	Assessment Guidance for LA B/P4 says learners have to collect market research from four different sources. Also suggests using Mintel reports for research which may be	Research required for LA B from four different sources which learners may need guidance on. To include primary which could be a survey carried out using Survey Monkey (as indicated in Assessment Guidance) and an interview which could be carried out using online platform. The pitch for LA D could be carried out remotely using online platforms which will

				limited if access is remote. LA D/P10/M6 learners have to pitch their business plan and for 2D.D4 receive feedback on the pitch. This may be restricted. Assessment Guidance suggests pitch should be to an audience of mentor, entrepreneur or bank manager may be severely limited.	allow feedback. Audience will be assessor and peers if outside mentor/entrepreneur is not available.
19	**Introducing Project Management**	Y	Y	LA D requires teaching learners about different tools available for project management which could be challenging if learners working from home. This LA requires learners to implement a project plan and manage/monitor this over time, including working with others in a project team. This could be restricted. 2D.M5 requires obtaining feedback from a range of stakeholders which could be restricted. A physical project may be limited.	Presentation suggested in assignment outlines is not essential for LAs A - C. An individual project for LA D is advised but limitations in evidence of managing human resources is acknowledged. A presentation of recommendations is not essential. An online project is advisable and learners working individually rather than in a group is also advisable.

20	**Delivering and Improving Customer Service**	Y	Y	This unit should be avoided if Units 4 and/or 16 have been completed; comments on Units 4 & 16 apply also to Unit 20. LA B requires learners to demonstrate customer service skills. Role plays would be restricted in the current time. Work placement/experience may be restricted. LA D research may be difficult because of changes in business practice during the pandemic.	For LA B, see comments for Unit 4 with regard to role plays carried out remotely or using alternative customer services formats like telephone and emails which can be carried out remotely. Research for LAs C&D can include practice prior to March 2020, but acknowledge changes put into place since. Guidance suggests presentation as evidence format for LA C, but advisable that this is replaced by a report or employee handbook as per LA D.
21	**Effective Business Communication**	Y	Y	This unit should be avoided if Unit 10 has been completed. Comments on Unit 10 also apply to Unit 21 regarding LA C. LA D/P9 and P10 where demonstration of verbal and non-verbal skills in a one-to-one business context and a group business context are required which would be restricted if working remotely.	Suggested presentations as evidence for LAs A&B are not essential and can be avoided. See comments on LA C for Unit 10 regarding availability of software to produce business documents. For LA D effective verbal and non-verbal skills are key to this unit and are a necessary component. This would have to be managed through online platforms (Zoom or Microsoft teams) and evidence captured through recordings. Feedback from peers should also be captured and observation record can give feedback from assessor.
22	**Working in Business Teams**	N	Y	This unit should be avoided if Unit 11 has been completed. Comments on Unit 11 also apply to Unit 22 regarding LA	As for Unit 11, it is advisable to deliver this unit only if support is available to allow learners to demonstrate their skills and have access to suitable resources to show

				C where learners have to demonstrate effective teamworking skills in a team of four to six. This may be restricted in the current time with role plays, work placements and experience limited.	effective team working skills which would be challenging for level 2 learners.
23	**Planning, Forecasting and Recording Business Finances**	Y	Y	This unit should be avoided if Unit 13 has been completed. Comments on Unit 13 also apply to Unit 23 regarding originality of evidence.	As per Unit 13, if learners working remotely and have the same data, collaboration is easy and difficult to monitor. Limit time available or provide different data sets to avoid this.
24	**Work Experience in Business**	N	N	This unit is a forbidden combination with Unit 8. Comments on Unit 8 apply also to Unit 24 regarding interviews. However, there is concern about safety at this time for learners undertaking significant time in a work placement environment. An additional consideration is that businesses may not be in a position to take on learners for a work placement as they are coping with economic downturn and managing their own staff in a challenging time.	Advisable that this unit is avoided at this time due to safety concerns and also the difficulty of finding businesses who would be willing and able to provide work placement opportunities. It is not possible to do work placement remotely and meet all the criteria requirements.

Last updated 8 February 2021

25	**Introducing International Business**	Y	Y	No issues with this unit.	Suggested Assignment Outline for LA C suggests a presentation, but this is not necessary.
26	**Introducing the Economic Environment**	Y	Y	No issues with this unit.	Suggested Assignment Outline for LA C suggests a presentation, but this is not necessary.
27	**Efficient Business Operations**	Y	Y	For LA B/P4, learners have to carry out a productivity needs analysis in a selected workplace and then for B.P5 produce a flow process for a process. For LA C/P8, learners have to conduct an audit of a selected work area and conduct an audit of a selected work area. This is developed further for 2C.P9 where they identify potential improvements. This could prove difficult.	In the Assessment Guidance, it says the 'workplace used for assessment can be real or a simulated realistic working environment'. It is therefore valid to use a simulated workplace. This could prove challenging to set up if learners have to complete the tasks remotely, but it is possible and would be acceptable. The Assignment Outline suggests a presentation, but that is not necessary and written report as evidence is acceptable.
28	**Principles of Procurement and Supply**	Y	Y	Teacher guidance/Resources indicates learners will need access to local businesses for research which may be difficult. The unit is linked to professional qualifications from CIPs. Suggested Assignment Outline for LA	Learners will have to have access to two contrasting local businesses for research purposes. This may be challenging to manage. Local businesses could be interviewed remotely by telephone or by using online platforms. Evidence can be submitted through written report rather than presentation.

				A&B is a presentation with notes which may prove difficult.	
29	**Implementing Procurement and Supply in Business**	Y	Y	Teacher guidance/Resources indicates learners will need access to local businesses for research which may be difficult. The unit is linked to professional qualifications from CIPs. Suggested Assignment Outline for LA A&B is a presentation with notes which may prove difficult.	Learners will have to have access to two contrasting local businesses for research purposes. This may be challenging to manage. Local businesses could be interviewed remotely by telephone or by using online platforms. Evidence can be submitted through written report rather than presentation.
30	**Corporate Social Responsibility**	Y	Y	Suggestion that learners will need access to organisational information, but visits or guest speakers might be limited.	A selected case study which can be accessed remotely is acceptable as indicated in the Assessment guidance.
31	**Managing Personal Finance**	Y	Y	Teacher guidance/Resources indicates a computer spreadsheet package is required to enable learners to produce a personal budget for LA B. This may be limited. Suggested Assignment Outline for LA A suggests a presentation.	Giving access to a computer spreadsheet package is necessary if LA B is to be assessed remotely. Presentation is not necessary for LA A and written evidence is acceptable.

32	**Sustainability in the Business Workplace**	Y	Y	For LA A, Assessment guidance suggests learners use two contrasting workplaces and suggests learners visit businesses or guest speakers invited in. This may be limited.	Learners could research remotely using a case study or arrange interviews remotely by telephone or by using online platforms.

Unit No	Unit Title	Remote delivery possible (✔ / X)	Socially distance possible (✔ / X)	Impact overview	Comments

Unit No	Unit Title	Remote delivery possible (✔ / X)	Socially distance possible (✔ / X)	Impact overview	Comments
BTEC Level 2 Technical Certificate in Business Administration (2017)					
2	Providing administrative services	✔	✔	LA A: Carry out routine administrative activities to meet requirements LA B: Use office equipment safely and in line with procedures LA C: Demonstrate professional behaviours and effective communication in the work environment	Employer engagement/ work experience/ workplace is not required. LA A: Three admin tasks can be evidenced. These can include managing an electronic diary, taking minutes at a remote meeting, and learners can suggest how travel arrangements could be made in given scenarios/ case studies. LA B: The need for three different types of equipment can be reduced to two. These can include: telephone (remove the requirement for a telephone system), computer and use of a free app such as "scan bot" where learners can showcase scanning skills used on a tablet/ smartphone. **For 2020/2021 only, the assessment criteria have been adapted as follows:** B.P3: Use at least two different types of office equipment safely, following instructions and procedures. B.M3: Select and use at least two different types of office equipment safely, in line with instructions and procedures. B.D3 Select and use at least two different types of office equipment safely and competently, in line with instructions and procedures.

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					LA C: The need for learners to evidence non-verbal communication has been removed. Role play can be used to imitate work-place scenarios using only written and verbal communication. **For 2020/2021 only, the assessment criteria have been adapted as follows:** C.P4 Communicate effectively with others using acceptable and appropriate written and verbal communication skills and techniques. C.P5 Demonstrate acceptable and appropriate behaviour C.M4 Act in an exemplary manner and demonstrate good written and verbal communication skills that are appropriate to the situations. C.D4 Act in an exemplary manner and consistently demonstrate professional written and verbal communication skills that are appropriate to the situations
3	Using Business Technology to process and communicate information	✔	✔	LA A: Process business information accurately using data management software LA B: Produce fit-for-purpose business documents using applications software. No foreseeable impact. LA C: Use web-based technology to communicate and share information. No foreseeable impact.	LA A: If learners have no access remotely to data management software learners can instead create instruction manuals describing how to undertake the processes as outlined in the assessment criteria. Learners could have access to case studies and screenshots to aid them in describing the processes. **For 2020/2021 only, the assessment criteria have been adapted as follows:** A.P1: Describe how computer equipment can be used in line with health, safety and security procedures. A.P2: Describe how to enter, edit, format and store information accurately using data management software appropriate to the requirements of tasks.

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					A.M1: Describe how to use basic software interrogation tools to correctly extract and collate information to meet task requirements. A.D1: Describe navigation and use of more advanced interrogation tools to analyse, manipulate and present accurate business information to meet task requirements. LA B: This can be undertaken on tablets/ smart devices remotely, using free apps.
4	Planning, organising and supporting business events	✔	✔	LA A: Plan and prepare for a business event according to a given brief. No foreseeable impact. LA B: Provide administrative support to a business event in accordance with business needs. No foreseeable impact. LA C: Carry out follow-up activities after a business event.	Business event could be a remote meeting e.g., setting up the online event, sending out diary invites, typing up agenda and minutes and circulating these. LA C: No requirement for learners to gain participant feedback. However, learners could evaluate the event themselves, considering what went well and what improvements could be made.

Unit No	Unit Title	Remote delivery possible (✔ / X)	Socially distance possible (✔ / X)	Impact overview	Comments
BTEC Level 2 Technical Certificate in Marketing (2018)
2	Research the marketing of a product or service	✔	✔	LA A: Understand the tools and techniques used for marketing products and service. No foreseeable impact. LA B: Plan and implement research of the marketing for a selected product or service to meet a specific objective. LA C: Analyse and present research data on the marketing of products or services	Employer engagement/ work experience/ workplace is not required. LA B: Primary research may be challenging if remote learning. Online questionnaires such as Survey Monkey can be used with a limited representation of the target audience. LA C: Data can be presented in graphical/ written form.
3	Create digital marketing communications	✔	✔	LA A: Explore how digital marketing communications contribute to business success. No foreseeable impact. LA B: Develop ideas for digital marketing communications for a selected product or service. No foreseeable impact. LA C: Create digital marketing communications	LA C: If learners have no access remotely to appropriate software learners can instead create instruction manuals describing how to undertake the processes as outlined in the assessment criteria. If this is the case, learners will be assessed on their ability to describe the processes, rather than create. The need for three digital marketing personas to be created has been reduced to two with description of optimisation rather than the use, in the event learners

				for a selected product or service.	cannot access the necessary software. Learners can create digital marketing communications such as email marketing, vlog, blog, online PR, social media post etc. **For 2020/2021 only, the assessment criteria have been adapted as follows:** C.P4: Create two digital marketing personas, giving a basic representation of the target audience. C.P5: Design and create two digital marketing communications for a selected product or service, using basic tools and techniques to meet specific objectives and describe how optimisation could be used C.M3: Create two digital marketing personas that give a detailed representation of the target audience and allow the effective design and creation of two digital marketing communications for a selected product or service to meet specified objectives, describing how optimisation techniques and features could be used effectively. C.D3 Create two digital marketing personas that give a comprehensive representation of the target audience and allow coherent design and creation of two digital marketing communications for a selected product or service to meet specified objectives, describing how advanced optimisation techniques and features and a split test could be used effectively

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| 4 | Plan and present a marketing campaign | ✔ | ✔ | LA A: Plan a marketing campaign for a product or service to target a specific market to meet a specified brief. No foreseeable impact.

LA B: Create a marketing campaign to meet a specified brief. No foreseeable impact.

LA C: Present a marketing campaign and review its success in meeting a specified brief. | LA C: Presentation can be delivered remotely online. Or, alternatively, learners could record themselves delivering the presentation and share this to peers/ teachers to gain relevant feedback. |

Unit No	Unit Title	Remote delivery possible (✔ / X)	Socially distance possible (✔ / X)	Impact overview	Comments
**BTEC Level 2 Technical Certificate in Retail Operations (2017)**				
2	Delivering customer service in retail	✔	✔	LA A: Examine the application of customer service principles by a retail business. No foreseeable impact LA B: Demonstrate appropriate customer service in different retail situations LA C: Review customer service skills in different retail situations. No foreseeable impact	Employer engagement/ work experience/ workplace is not required. Role play will need to be used where appropriate to simulate retail situations. LA B: This will need to be a role play scenario via online platforms or using email/ telephone or writing. Non-verbal communication skills are difficult to evidence via remote learning so these do not need to be evidenced. Two customers and two situations can be evidenced rather than three.
3	The retail buying and selling process	✔	✔	LA A: Examine the buying process in a selected retail business. No foreseeable impact LA B: Explore the importance of managing appropriate stock levels in a selected retail business. No foreseeable impact LA C: Demonstrate the selling process in different retail situations.	LA C: The selling process can be described rather than demonstrated.

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4	Creating a retail outlet	✔	✔	LA A: Create a viable and sustainable idea for a retail outlet. No foreseeable impact LA B: Identify the requirements for stocking and selling from a retail outlet. No foreseeable impact LA C: Develop effective team skills through practical activities	LA C: Learners can describe team working rather than demonstrating.

Business

BTEC Level 2 Technical Certificate in Customer Service Operations (2017)

Unit No	Unit Title	Remote delivery possible (✔ / X)	Socially distance possible (✔ / X)	Impact overview	Comments
				BTEC Level 2 Technical Certificate in Customer Service Operations (2017)	
2	Delivering customer service face to face	✔	✔	LA A: Demonstrate verbal and non-verbal communication skills appropriate to customer service situations LA B: Deliver customer service to meet the needs and expectations of customers LA C: Review customer service skills in different situations. No foreseeable impact	Employer engagement/ work experience/ workplace is not required. Role play will need to be used where appropriate to simulate customer service situations. LA A: No requirement for non-verbal communication as this is difficult to be evidenced remotely via online methods. Verbal and interpersonal skills are the two skills required to be evidenced. Telephone/ online platforms can be used. LA B: "Liaising with others" may be difficult via remote learning. There is no requirement therefore to evidence this. Learners can demonstrate effective customer service approaches and skills to deal with customer in non-routine and routine situations.

3	Delivering digital customer service	✔	✔	LA A: Explore the use of web-based digital technology in the delivery of customer service. No foreseeable impact LA B: use appropriate web-based digital technology to deliver customer service LA C: Communicate formally in writing with customers using digital technology. No foreseeable impact	LA B: Can be done remotely. Two types of web-based technology can be evidenced, rather than three. Email and online text chat should be accessible to learners remotely.
4	Improving customer service	✔	✔	LA A: Explore the importance of continuous improvement in customer service. No foreseeable impact LA B: Investigate the use of customer feedback to inform continuous improvement in customer service. No foreseeable impact LA C: Interpret customer feedback and recommend improvements to customer service within an organisation. No foreseeable impact	No foreseeable impact on this unit of remote learning.