Pearson
BTEC

Delivering BTEC
during Coronavirus (COVID-19)

September 2020 to August 2021

Enterprise

Guidance for BTEC Nationals, Tech Awards, Technicals and Specialist

Teaching and learning guidance

Last updated 5 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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    - BTEC Level 2 Technical Certificate in Retail Operations (2017)
    - BTEC Level 2 Technical Certificate in Customer Service Operations (2017)
    - BTEC Level 2 Specialist Understanding Enterprise and Entrepreneurship (2010)
    - BTEC Level 2 Specialist Enterprise Skills (2011)

Last updated 5 February 2021

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
- Tech Award Assessment Evidence 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 Enterprise suite of qualifications many units are able to be delivered remotely. It is felt the delivery 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 Enterprise sector, 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.

Teaching and learning guidance

Unit No	Unit Title	Remote delivery possible (✔ / X)	Socially distance possible (✔ / X)	Impact overview	Comments
**BTEC Level 3 National in Enterprise and Entrepreneurship (2016)**				
1	Enterprise and Entrepreneurs	✔	✔	LA A and LA B: Primary research is required into specific enterprises, entrepreneurs and the motivation of specific entrepreneurs. There may be increased or limited opportunities to carry out primary research depending on many variables that will affect choice available to learners.	LA A and LA B: Use of online software to conduct remote meetings with enterprises/ entrepreneurs. Use online questionnaires to gather primary research from entrepreneur on their successes, challenges and motivations. Give careful consideration to choice of enterprise and the information that is likely to be available.
4	Launch and Run an Enterprise	✔	✔	LA A: There are likely to be both limitations and opportunities for new enterprise ideas. Research into potential enterprise ideas may provide challenges as to help inform and what can be achieved in LA C which requires the learner to run an enterprise. LA D requires the learner to review the outcomes of the enterprise using financial data and customer feedback.	LA A and LA C: Learners may have to consider an online enterprise activity and consideration should be given to online safety. If manufacture of products is required for the learner's enterprise then risk assessment should be carried out to ensure appropriateness and safety of product. Learners could buy and resell on a selling platform. Learners may be able to physically sell products to friends and family in their bubble if any future lockdown restrict activities.

					LA B: Marketing strategy may have to be reviewed if only online selling is possible. LA D: A review of the outcomes of the enterprise can be completed as long as it has been able to trade for a short time, even if online only. Feedback from customers may have to be obtained using online questionnaires and surveys.
7	Social Enterprise	✔	✔	LA A and LA B: Investigate a range of social enterprises, and explore the factors that contribute to the success or failure of a social enterprise is possible and learners may again have to work online to gain required information if contact with specific, small local enterprise in the local area is restricted. LA C: Learners have to plan, run and review a social enterprise.	LA A and B: There is no requirement for primary research so larger social enterprises could be explored and information gained online can be analysed. Online platforms and surveys can be utilised. LA C: Learners may need the opportunity to run the social enterprise online if necessary. Learners must understand risks of running a social enterprise online and that they are working in a safe way online.
8	Enterprise and Entrepreneurship in Practice	✔	✔	LAs A, B and C: Research into specific enterprise and the intrapreneurship that occurs in these enterprises needs to be investigated. The choice of enterprises therefore may be affected if no primary research can take place.	LAs A, B and C: Online meetings and calls may have to replace actual visits to a local enterprise, otherwise- learners can be encouraged to research larger enterprises where more data is available online.
9	Innovation and Enterprise	✔	✔	LAs A, B and C require research into an innovating enterprise. Depending on the type of enterprise selected would determine whether this could be conducted as primary or secondary research.	LAs A, B and C: Learners can be encouraged to research larger enterprises where more data is available online. However there may be significant innovation taking place as enterprises adapt to different environments and customer behaviours; learners may themselves have to be more creative in their approach to research as they maintain social distancing measures and adhere to public health requirements.

10	Recruitment and Selection Process	✔	✔	LA B and LA C: Undertake a recruitment activity to demonstrate the processes leading to a successful job offer. 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 response to feedback for C.P5.	LA B and LA C: Interview activities need to be carried out for this unit. Remote interviews are acceptable, using online platforms. Telephone interviews are also 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. Many businesses carry out telephone interviews as a preliminary process, so this skill will be useful. Feedback will need to be given which the learner can use for the review of their performance and SWOT analysis for C.P5.
11	Marketing Communications	✔	✔	LAs A, B and C require research. Depending on the type of business selected for their marketing communications, depends on the types of research that would be undertaken. The type of business selected may be affected depending on the research available. LA C requires learners to present a marketing communications plan to an audience.	Desk research and online platforms/questionnaires can be used if necessary. Larger businesses may offer more opportunity for material to be explored through desk based research and direct contact could be arranged through a digital platform by agreement with businesses. The presentation to an audience for LA C could also be completed remotely through an online platform. These would need to be recorded for assessment and verification purposes.
13	Develop an enterprise strategy	✔	✔	No foreseeable impact	

Unit No	Unit Title	Remote delivery possible (✔ / X)	Socially distance possible (✔ / X)	Impact overview	Comments
BTEC Tech Award in Enterprise					
1	Exploring Enterprises	✔	✔	LA A: Research by visit to enterprises and visiting speakers as suggested in delivery approach ("contact beyond desk research") may be limited. LA B: Finding out what primary and secondary methods used by enterprises may be limited if learners are not able to visit enterprises or have speakers visit.	LA A: Remote research can be used and this may affect the choice of enterprises used. Local enterprises may prove more difficult however. Online platforms may be used to make calls where possible to Entrepreneurs. LA B: Digital surveys and questionnaires can be used to assist teaching on primary research. Remote research into how enterprises use primary research is valid. If a guest speaker can use online platform to discuss methods of primary/secondary research that would be ideal.
2	Planning for and pitching an enterprise activity	✔	✔	LA A: Research into enterprise ideas can be completed independently, however any primary research learners may usually undertake in their local area may be restricted, as it may for the research necessary for the business plan. LA B: Pitches would ordinarily be delivered live in the classroom which may be impacted.	LA A: Research could be limited to secondary methods, or online questionnaires could be used for primary research questionnaires. LA B: Pitches could be delivered remotely but must be recorded for assessment and verification purposes. This would not need to be in front of a live audience, but could be facilitated so that an audience could watch the recording in order to provide feedback.

Unit No	Unit Title	Remote delivery possible (✔ / X)	Socially distance possible (✔ / X)	Impact overview	Comments
**BTEC Level 2 Technical Certificate in Business Enterprise (2017)**				
2	Researching a concept for a new or revised product or service	✔	✔	LA A: Research into specific enterprise skills is required as learners have to investigate how these skills contribute to business success. LA B: Primary research to generate enterprise idea opportunities may have to go online. However, this looks at creativity techniques and refining ideas so it presents opportunities for enterprise learners to be creative. LA C: Again, research techniques required of which primary research may be difficult.	**Employer engagement is not required.** LA A and C: Use of online platforms for meetings with enterprises/ entrepreneurs and online questionnaires/surveys can be used to gather primary research. LA B: Choice of enterprise ideas could be reviewed as learners may need to adapt ideas to fit online methods of marketing and selling.
3	Promoting and financing an enterprise idea	✔	✔	LA A: Investigate the appropriateness of promotional ideas needs to be considered. This includes traditional methods which may not be accessible or appropriate in current climate but can still be considered. LA B: Produce a promotional plan for the enterprise idea.	LA A and B: Methods used are likely to be digital and online as determined by local and/ or national restrictions in place.

| 4 | Planning and pitching an enterprise idea | ✔ | ✔ | LA B: Present a business pitch to an audience, including a potential investor or business advisor.
LA C: No foreseeable impact if LA B is addressed. | LA A and B: - Use of online meetings with potential customers and online questionnaires. Presentation could be via online platform to virtual audience. This would need to be recorded for assessment/ verification purposes.
LAC: This could be addressed as feedback in an online survey or questionnaire if the pitch had to be recorded to gain necessary feedback.
Learners can carry out self-review of recordings. Videos of recordings would need to created in order for assessment of non-verbal communication skills to be assessed/ verified. |

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.

					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.

					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

| 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.

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.

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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.

Unit No	Unit Title	Remote delivery possible (✔ / X)	Socially distance possible (✔ / X)	Impact overview	Comments
	**BTEC Level 2 Specialist Understanding Enterprise and Entrepreneurship (2010)**				
1	Entrepreneurial Mindset	✔	✔	LO1: Primary research into successful entrepreneurs may be affected if they usually undertake primary research with local entrepreneurs. P4/P6: The development of necessary skills may be impacted as training courses that they may usually use as evidence may not be available or will be available in a different format.	LO1: Online surveys, platforms can be used with entrepreneurs. Learners could be encouraged to investigate entrepreneurs of larger organisations which means that secondary research using the internet will garner the required information. P4/P6: Online training is available and learners may need to think of ways that required skills can be achieved in their home environment.
2	Creating a vision for your business plan	✔	✔	LO1: Primary research into successful ideas may be affected. LO2: The choice of business ideas may be affected. LO4: Help and support may not be as readily available due to current climate.	LO1: Primary research could be undertaken online, otherwise learners could be encouraged to look at larger business' successful ideas. LO2: Digital/ online appropriate ideas could be selected. LO4: Some organisations have adapted their offerings to deliver this help online.

3	The business environment	✔	✔	All research should be able to be conducted online. LO3: Choice of business ideas may be affected.	LO3: Digital/ online appropriate ideas will need to be selected.
4	Researching your market	✔	✔	LO1: Primary research may be affected.	LO1: Primary research would need to be conducted through online platforms and survey gathering data.
5	The marketing plan	✔	✔	LO1: Primary research into marketing conducted by businesses may be affected. Also, the marketing they are currently using may be significantly different to their usual offering. LO2: Marketing communication and method choices may be affected as more traditional methods would not be appropriate.	LO1: Primary research could be conducted online. Research into current digital methods would inform learners of the appropriate methods in the current climate. LO2: Traditional marketing methods may not be appropriate and learners may need to consider digital methods only.
6	Financial modelling and forecasting	✔	✔	LO4: Supply chains may be affected so costing these may be difficult.	LO4: Some businesses and procurement businesses have adapted their supply chains. Learners would need to consider these implications for the micro business when selecting their idea. This will therefore affect choice of ideas.

7	Preparing and pitching a business plan	✔	✔	LO1: Primary research for the business plan may be difficult. LO2: Pitching the plan to a live audience may be difficult. LO3: Gaining others view may be difficult.	LO1: Primary research could be conducted online. LO2: Pitching could be done through an online platform and played to an audience either live or a recording. Pitches would need to be recorded for assessment and verification purposes. LO3: Views of audience members could be verbally recorded or they could complete a digital survey.
8	Leadership and teamwork	✔	✔	P3 and P4: Working and leading a team would be difficult given social distancing measures.	P3 and P4: 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. The activity should be recorded for assessment/verification purposes and for review purposes as learners have review and evaluate their skills for merit and distinction criteria. Learners should provide supporting evidence of the activity. Reflection and review of their performance can be done remotely. Online team activities will provide useful skills to master and will provide ample opportunity for reflection of effectiveness.
9	Toolkit for idea generation	✔	✔	LO1: Research, if usually done through primary methods may be difficult.	LO1: Larger businesses could be looked at to research over the internet, otherwise, online platforms to survey and discuss 2 different businesses could be used.

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11	Enterprise in the workplace	Partially	Partially	For this unit, learners need work placements in 2 different organisations. The ability to do this may be restricted.	Due to the current situation, with the problems many businesses are facing, it is unlikely that work placements will be available. LO1: Learners can select 2 different organisations to describe their structure, function and competitors. LO2: Learners can be provided with a problem-solving activity by the Assessor/Tutor which they can then undertake and demonstrate problem solving skills. They would only need to do this once. LO3: D1: Learners can evaluate how the activity supported the development of own skills. LO4: P6: Learners can present results of activities in a suitable format and suggest how the activities would contribute to a workplace environment. LO4: D2: Learners could make recommendations on how to improve their own skills and abilities that will help future problem solving within a business context.

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Unit No	Unit Title	Remote delivery possible (✔ / X)	Socially distance possible (✔ / X)	Impact overview	Comments
**BTEC Level 2 Specialist Enterprise Skills (2011)**					
1	The Entrepreneurial Mindset	✔	✔	LO1: Primary research into successful entrepreneurs may be affected if they usually undertake primary research with local entrepreneurs. P4/P6: The development of necessary skills may be impacted as training courses that they may usually use as evidence may not be available or will be available in a different format.	LO1: Online surveys, platforms can be used with entrepreneurs. Learners could be encouraged to investigate entrepreneurs of larger organisations which means that secondary research using the internet will garner the required information. P4/P6: Online training is available and learners may need to think of ways that required skills can be achieved in their home environment.
2	Creating a vision for your business plan	✔	✔	LO1: Primary research into ideas may be affected. LO2: The choice of business ideas may be affected. LO4: Help and support may not be as readily available due to current climate.	LO1: Primary research could be undertaken online, otherwise learners could be encouraged to look at larger business' successful ideas. LO2: Digital/ online appropriate ideas could be selected. LO4: Some organisations have adapted their offerings to deliver this help online.
3	The business environment	✔	✔	All research should be able to be conducted online. LO3: Choice of business ideas may be affected.	LO3: Digital/ online appropriate ideas will need to be selected.

4	Researching your market	✔	✔	LO1: Primary research may be affected.	LO1: Primary research would need to be conducted through online platforms and survey gathering data.
5	The marketing plan	✔	✔	LO1: Primary research into marketing conducted by businesses may be affected. Also, the marketing they are currently using may be significantly different to their usual offering. LO2: Marketing communication and method choices may be affected as more traditional methods would not be appropriate.	LO1: Primary research could be conducted online. Research into current digital methods would inform learners of the appropriate methods in the current climate. LO2: Traditional marketing methods may not be appropriate and learners may need to consider digital methods only.
6	Financial modelling and forecasting	✔	✔	LO4: Supply chains may be affected so costing these may be difficult.	LO4: Some businesses and procurement businesses have adapted their supply chains. Learners would need to consider these implications for the micro business when selecting their idea. This will therefore affect choice of ideas.
7	Leadership and teamwork	✔	✔	P3 and P4: Working and leading a team would be difficult given social distancing measures.	P3 and P4: 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. The activity should be recorded for assessment/verification purposes and for review purposes as learners have review and evaluate their skills for merit and distinction criteria. Learners should provide supporting evidence of the activity. Reflection

					and review of their performance can be done remotely. Online team activities will provide useful skills to master and will provide ample opportunity for reflection of effectiveness.
8	Preparing and pitching a business plan	✔	✔	LO1: Primary research for the business plan may be difficult. LO2: Pitching the plan to a live audience may be difficult. LO3: Gaining others view may be difficult.	LO1: Primary research could be conducted online. LO2: Pitching could be done through an online platform and played to an audience either live or a recording. Pitches would need to be recorded for assessment and verification purposes. LO3: Views of audience members could be verbally recorded or they could complete a digital survey.

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