

Delivering BTEC during Coronavirus (COVID-19)



September 2020 to August 2021

Management

Guidance for BTEC Specialist qualifications

Teaching and learning guidance

Last updated 27 October 2020



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.



Contents

Management

- **Overview of impact on sector**
- **Teaching and learning guidance**
 - BTEC Level 3 Award/Certificate in Principles of Management (2015)
 - BTEC Level 2 Award and Certificate in Principles of Team Leading (2015)
 - BTEC Level 3 Certificate for Managers (2019)
 - BTEC Level 3 Diploma for Managers (2019)



Overview: Management

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
- 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.



Teaching and learning guidance: Management

Unit Title	Remote delivery possible (✓ X)	Socially distance possible (✓ X)	Impact overview	Comments
BTEC Level 3 Award/Certificate in Principles of Management (2015)				
Unit 1 Principles of Leadership and Management styles	✓	✓	Learners should be seeing management theory in practice, but social distancing and difficulties in obtaining work placements makes this more difficult.	Zoom or similar to interview managers and use of appropriate case studies is necessary.
Units 2, 7 and 10: Principles of Managing Performance, Principles of Business and Understanding Organisational Structure, Culture and Values	✓	✓	Guidance suggests a guest speaker from a local business should talk to the learners.	Zoom or similar instead of a visiting speaker.
Unit 8 Understanding How to Develop and Maintain Productive Working Relationships in Business Environments	✓	✓	Guidance suggests role plays could be used in delivery.	Role plays will need to be set up conforming to distancing guidance.



BTEC Level 2 Award and Certificate in Principles of Team Leading (2015)

All	✓	✓	<p>Most centres like to use some team activities in delivery, and this is encouraged in the specification guidance, but this is not essential. Team activities need to follow distancing guidance when learners are completing activities. All units can be assessed using case studies and evidence obtained through research.</p>	Use of case studies and team activities using online collaboration if necessary.
-----	---	---	---	--

BTEC Level 3 Certificate for Managers (2019)

Knowledge Units 1- 6	✓	✓	<p>The assessment for this qualification should be set in a specific organisational context to allow learners to apply their knowledge and understanding in a realistic and practical way.</p>	Suitable case studies and online research methods will need to be used to obtain necessary information to ensure specific organisational context.
----------------------	---	---	--	---

BTEC Level 3 Diploma for Managers (2019)

(Knowledge Units 1- 6 above) + Skills Units 7- 12	x	x	<p>These units will be assessed in the real working environment, where the evidence is naturally occurring and is collected over a period of time.</p>	Many learners will be in employment and appropriate health and safety processes will be implemented to control COVID19. Where simulations are used, appropriate distancing and safe working must be in place.
---	---	---	--	---