

# Delivering BTEC during Coronavirus (COVID-19)

September 2020 to August 2021



## Marketing

Guidance for BTEC Nationals

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

- **Overview of impact on sector**
- **Teaching and learning guidance**
  - BTEC Nationals Marketing



## 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
- 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

Unit No.	Unit Title	Remote delivery possible (Y/N)	Socially distanced possible (Y/N)	Potential impact	Comments
<b>BTEC Nationals Marketing</b>					
All units	<b>All units</b>	Y	Y	Recommendations for employer involvement: Centres need to give learners the opportunity to work with employers from the marketing sector which 'should form a significant part of the delivery or assessment'. This will be reviewed as part of the quality assurance processes. This will impact some units more than others: see Unit 10 Work Experience in Marketing and Unit 12 Marketing Research for a Start-up Business. Generally guest speakers from marketing backgrounds are suggested for most units; this may be limited to online talks.	Ideally employers could be contacted and asked to give talks to learners using online platforms. This assumes learners have the resources to access these.



1	<b>Careers in Marketing</b>	Y	Y	LA C/P7 M3 D2: requires learners to participate in an interview role-play. This may be restricted.	Interview role play is essential for this unit. In order to comply with physical distancing, an online interview is acceptable using Zoom or Microsoft teams. If this is not available, a telephone interview would be acceptable. Whichever method is used, it must be captured and recorded for verification purposes.
3	<b>Customer Communications</b>	Y	Y	LA C/P6: Learners are to produce communication materials, which may be limited. LAD.P7: Learners are to present customer communications but face to face presentations will be limited during the current time. Employer involvement suggests marketing professionals are in the audience.	Preparation of communication materials for C.P5 and P6 can be produced remotely using online applications and software/hardware are required in order to do this. Traditional methods can be done remotely and photographed This may limit the creativity demonstrated if access is limited. This is acknowledged. Presentation of the communications plan and materials for D.P7 can be delivered online to show communication skills; it must be captured/recorded for verification purposes. Acknowledged that audience members from marketing profession may be limited but this is possible using online platform.



4	<b>Applying Digital Marketing</b>	Y	Y	Learners have to develop a digital marketing campaign for a product/service and create materials for LA C/P5 and P6. They have to gather feedback on their campaign for LA D. The Recommended assessment approach suggests a presentation of the campaign, which might be limited.	Unit can be completed remotely but online applications for producing materials will need to be made available. Feedback is required for LA D/P8, M4 and D2 to review the campaign and suggest improvements and this will have to be carried out using online platforms. A presentation of the campaign is not essential.
5	<b>Branding Products and Services</b>	Y	Y	Employer involvement might be limited. A brand audit using primary and secondary research is necessary for C.P6 and this may be limited.	Can be delivered, researched and assessed remotely. Brand audit for C.P6 can be carried out remotely, with primary research conducted digitally.
6	<b>Generating customer loyalty</b>	Y	Y	Employer involvement might be limited. Other than this, there are no issues with this unit.	Can be delivered, researched and assessed remotely.
7	<b>Marketing an Event</b>	Y	Y	For this unit learners are to plan, design and implement a promotional campaign. Resource requirements indicate learners have access to a 'live event' for which they can develop a marketing campaign, including marketing materials. This is a synoptic unit which should be completed in the second year of an Extended Diploma.	For this unit, online applications are advisable because of restrictions on physical distancing. This may limit the scope of the promotional campaign and materials. Digital campaigns are prevalent for teaching and learning and acceptable evidence for this unit. Some of the content will not be available for evidence but this is acceptable. Research for LA B would need to be carried out online during planning stage and feedback gathered online for LA C. Digital campaigns will necessitate learners having



					access to applications to work remotely. Health and safety are paramount and the current situation would inform aspects of the learners' evidence. Group work may be difficult, but individual evidence is required.
8	<b>Customer Immersion Experience</b>	Y	Y	LA B: For B.P5 learners have to run an experiential event and demonstrate management and marketing skills. Face to face immersive events may be severely restricted during the current time to adhere to government physical distancing rules and keep participants healthy & safe. Group work suggested in Recommended assessment approach, which will be restricted. Photographic evidence and witness statements would be limited.	The experiential event would need to be planned and organised as an online/digital event which would limit the activity. Group work might also be limited and individual events are acceptable. Online applications would need to be made available. Various aspects of the event would not be possible digitally: pop-ups, character meets, giveaways, product testing, catering, entertainment etc. Learners would have to rely totally on digital experiences. For LA C, collecting feedback would have to be conducted online but scope for social media use.



9	<b>Activating a Brand</b>	Y	Y	<p>LA A: Explore brand activation might be restricted in investigating physical spaces and access to design and production materials might be limited. LA B:P4-D2: Develop appropriate brand activation could be limited if working remotely. LA C/P5: Testing and collection of feedback could be limited.</p>	<p>For LA A: learners may have to rely solely on online spaces for investigating brand activation. For LA B, Essential information for assessment decisions indicates brand activation can be either online or in traditional formats, so learners have a choice. They have to develop brand activation materials which may be limited if working remotely as limited access to resources at home if traditional methods used. Online resources more viable but applications would have to be made available to them. Acknowledged that remote working might impact on the final standard of the evidence but important that learners develop brand activation as best they can in order to fulfil criteria and review it. For LA C learners have to test and gather feedback of the brand activation. Working remotely would have to rely on online testing/feedback from assessor and peers.</p>
---	---------------------------	---	---	---	--



10	<b>Work Experience in Marketing</b>	N	N	<p>LA A: preparing for work experience, it is expected an interview is arranged with an employer. LA B: Carry out work experience in a marketing-related role to meet set objectives. In the Recommended assessment approach, a logbook and portfolio covering tasks carried out is required. These activities may be severely restricted at the current time.</p>	<p>If this unit is part of the programme, learners must have 40 hours of work experience. Because of the current situation, businesses are likely to be reluctant to take on work experience students as they are grappling with the effects of COVID-19 for their full-time employees. It is therefore advisable not to offer this unit as part of the qualification. There are also safety concerns and if government social distancing restrictions are in place, any work experience would be potentially unsafe for learners. Remote work experience would not give required benefits to learners and would not allow them to meet the requirements of the unit.</p>
11	<b>Influencer Marketing</b>	Y	Y	<p>No issues. Can be taught remotely. For assessment criteria, evidence can be produced remotely. Employer involvement references guest speakers which may be limited unless arranged remotely.</p>	<p>Learners will need access to social media in order to research different types of influencers and their campaigns for LA A.</p>



12	<b>Market Research for a Start-up Business</b>	Y	Y	LA B: B.P2 Conduct secondary market research activities; B.P3 Conduct primary market research activities. Employer involvement: guest speakers, work experience, support from local businesses as mentors.	Secondary market research can be done easily remotely. Primary research is more challenging if restrictions on face to face contact in place. In unit content methods: focus groups, questionnaire/survey, observation. In Essential information for assessment decisions, requirement to carry out 'at least two methods of each type'. For primary research this will have to be carried out remotely using online platforms. Survey monkey can be used for surveys and Zoom or Microsoft Teams can be used for focus groups. Observations also possible as long as this is done according to government safety guidelines. In terms of employer involvement, online platforms could be used to allow collaboration with employers.
13	<b>Corporate Social Responsibility</b>	Y	Y	No issues. Can be taught remotely. For assessment criteria, evidence can be produced remotely.	Access to research facilities resource is a requirement. As above, online platforms to be used for employer involvement.