

Teaching and learning
support during
Coronavirus (COVID-19)



Illustration by Lucy Vigrass

Business and Enterprise

Guidance for BTEC Nationals, Tech Awards
and Firsts

Support



Formal assessment requirements

We have confirmed for BTEC Level 3 Nationals, BTEC Level 1 and 2 Firsts and Tech Awards, where we expect to be able to provide calculated results, we do not require or expect any formal assessment for BTEC to take place while learners are studying at home. We expect to collect centre assessment grades from teachers and tutors for any incomplete work for all learners and these judgements will be used in the calculation of a final result where relevant.

Supporting teaching and learning

Whilst not a requirement we are encouraging and supporting continued learning at home during this time, so when learners return to school or college, progress to HE, an apprenticeship, or work, they have the knowledge and skills they need to continue with confidence. We also recognise the benefits that learning and a structured day have on general health and wellbeing and we want to make sure that we are doing everything we can to best support you and your learners at this time.

Contents:

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Qualifications in Business and Enterprise that fall into the Calculated Result Category

Qual. No.	Qualification title
500/7713/2	Pearson BTEC Level 3 Certificate in Applied Law (QCF)
500/6748/5	Pearson BTEC Level 3 Certificate in Business (QCF)
500/7714/4	Pearson BTEC Level 3 Certificate in Personal and Business Finance (QCF)
601/7155/8	Pearson BTEC Level 3 National Certificate in Business
601/7413/4	Pearson BTEC Level 3 National Certificate in Enterprise and Entrepreneurship
601/9042/5	Pearson BTEC Level 3 National Certificate in Applied Law
500/7719/3	Pearson BTEC Level 3 Subsidiary Diploma in Applied Law (QCF)
500/6750/3	Pearson BTEC Level 3 Subsidiary Diploma in Business (QCF)
500/7712/0	Pearson BTEC Level 3 Subsidiary Diploma in Personal and Business Finance (QCF)
500/6245/1	Pearson BTEC Level 3 Subsidiary Diploma in Understanding Enterprise and Entrepreneurship (QCF)
601/7159/5	Pearson BTEC Level 3 National Extended Certificate in Business
601/7414/6	Pearson BTEC Level 3 National Extended Certificate in Enterprise and Entrepreneurship
601/9043/7	Pearson BTEC Level 3 National Extended Certificate in Applied Law
600/3889/5	Pearson BTEC Level 3 90-credit Diploma in Business (QCF)
501/0015/4	Pearson BTEC Level 2 Certificate in Law and Legal Work
500/6247/5	Pearson BTEC Level 2 Certificate in Understanding Enterprise and Entrepreneurship
500/6244/X	Pearson BTEC Level 2 Diploma in Understanding Enterprise and Entrepreneurship
601/0501/X	Pearson BTEC Level 3 90-credit Diploma in Enterprise and Entrepreneurship (QCF)
601/7161/3	Pearson BTEC Level 3 National Foundation Diploma in Business
603/0301/3	Pearson BTEC Level 3 National Foundation Diploma in Enterprise and Entrepreneurship
600/4786/0	Pearson BTEC Level 1/Level 2 First Award in Business
500/6747/3	Pearson BTEC Level 3 Diploma in Business (QCF)
500/6246/3	Pearson BTEC Level 3 Diploma in Enterprise and Entrepreneurship (QCF)
601/7157/1	Pearson BTEC Level 3 National Diploma in Business
601/7528/X	Pearson BTEC Level 3 National Diploma in Enterprise and Entrepreneurship
600/2920/1	Pearson BTEC Level 2 Award in Enterprise Skills
600/2921/3	Pearson BTEC Level 2 Certificate in Enterprise Skills
600/3034/3	Pearson BTEC Level 2 Extended Certificate in Enterprise Skills
500/6746/1	Pearson BTEC Level 3 Extended Diploma in Business (QCF)
601/0502/1	Pearson BTEC Level 3 Extended Diploma in Enterprise and Entrepreneurship (QCF)

Business and Enterprise



603/0482/0	Pearson BTEC Level 2 Technical Certificate in Business Enterprise
603/0478/9	Pearson BTEC Level 2 Technical Certificate in Retail Operations
603/0481/9	Pearson BTEC Level 2 Technical Certificate in Business Administration
601/7160/1	Pearson BTEC Level 3 National Extended Diploma in Business
603/0759/6	Pearson BTEC Level 2 Technical Certificate in Customer Service Operations
603/0303/7	Pearson BTEC Level 3 National Extended Diploma in Enterprise and Entrepreneurship
603/1916/1	Pearson BTEC Level 1/Level 2 Tech Award in Enterprise
603/1900/8	Pearson BTEC Level 2 Technical Certificate in Marketing
600/6815/2	Pearson BTEC Level 1/Level 2 First Certificate in Business
601/0171/4	Pearson BTEC Level 1/Level 2 First Diploma in Business
600/6816/4	Pearson BTEC Level 1/Level 2 First Extended Certificate in Business



Support for Blending Learning

1. Digital Textbooks and Revision Guides

We're providing **free 90-day access** for your centre to some of our digital learning resources which can be accessed in college or at home.

The following digital Textbook bundles are all available via our online ActiveLearn platform. ActiveLearn provides core textbooks, online homework and practical activities, as well as front-of-class teaching resources, planning and assessment materials. You can allocate as much or as little from the e-Textbooks as you wish to your learners to access wherever, whenever.



Digital textbook bundles:

- KS4 Vocational Qualifications
- KS5 Vocational Qualifications

Revision

- KS4 Revision Guides
- KS5 Revision Guides

If you would like to access these resources please request access [here](#).

2. Online remote-delivery recordings for BTECs

- Introduction to online remote delivery
- Developing resources for online delivery
- Planning and teaching online
- Supporting students studying online

[> Find out more](#)



3. Digital Live Event and Recordings

Access recordings from our **Digital Live event: Enabling Education**

[> Find out more](#)



4. Get expert guidance from our community of online teaching and learning specialists

A range of free resources including blog articles and webinars to provide support, inspire ideas and enable you to channel your passions and expertise without feeling too overwhelmed. Browse articles and blog content and access via this [link](#).

5. Paid-for Teaching Resources

Pearson Learning Hub

This platform has a range of courses available with content broken down into bitesize learning chunks. It supports blended and online learning via the use of videos, online quizzes and resources that your learner can access.

NEW FOR 2020!

The Digital Learning Experience:
Pearson Learning Hub



For some courses, flashcards and infographics break down information further into accessible amounts of information.

Learning programmes currently include:

- **Workplace Behaviours** – soft skills training and development covering areas such as Resilience, Professionalism, Decision-making, Adaptability, Self-Management and Work Ethics.
- **Apprenticeships** including *First Line Management*, *Business Administration* and *Adult Care*.
- **BTEC Marketing** + to be available in July 2020.
- **Digital Technologies for non-experts** including Artificial Intelligence for Leaders, Artificial Intelligence De-Mystified and Digital Technology De-Mystified.

[>Find out more about Pearson Learning Hub](#)



ActiveLearn teaching packs

These packs cover the full breadth of the unit content. Lesson plans, presentations, activity sheets, videos and quizzes are included in the pack. Once you have access to these, you can share them with your learners.



Active Learn teaching packs are available for:

- [BTEC Nationals in Business](#)
- [BTEC Tech Awards in Enterprise](#)

6. Sector Body Resources

Sector body	Web page
CIPD	https://www.cipd.co.uk/
CIM	https://www.cim.co.uk/
CII	https://www.cii.co.uk/
CMI	https://www.managers.org.uk/
ACCA	https://www.accaglobal.com/uk/en.html
CIPS	https://www.cips.org/
CIPD	https://www.cipd.co.uk/
CIM	https://www.cim.co.uk/



Subject Advisor support and guidance

You can contact your Subject Advisor (Colin Leith) via our [Support Portal](#) and can sign up for monthly updates [here](#).

You can keep up-to-date and chat to others teaching our BTEC programmes in our subject communities and via Facebook.

- BTEC [Tech Award in Enterprise Community](#)
- BTEC [Nationals in Business and Enterprise Community](#)
- BTEC [Business and Enterprise Facebook group](#)

Teaching and Learning to support transition to second year of a two-year programme

We are continuing to support schools and colleges to enable learners to continue with their studies from home. We are encouraging continued learning so when learners return to school or college they have the knowledge and skills they need to continue with their course.

The items below are examples of the key skills or types of content which would typically be covered in year 1 that is needed to support units/ components typically covered in the second year of a study programme.



BTEC Nationals QCF in Business

Mandatory content units

Unit 1 - Business Environment

This unit is an introductory unit for Business

- The fundamental areas covered by the unit will support all subsequent units
- Key areas: ownership/liability, purpose, stakeholders

Unit 2 - Business Resources

This unit is mandatory in all sizes

- Key areas: Management of human resources, accessing internal and external sources of finance and interpreting financial statements and basic ratios.
- This unit supports both the accounting pathway units (understanding financial statements and interpreting them) and HR pathway units (recruitment process and employment laws and legislation).
- All activities can be safely completed from home, the tutor could supply financial statements for Learners to use.

Unit 3 - Introduction to Marketing

- Key areas: Role of Marketing, Marketing techniques such as growth and survival strategies, legislation, PESTLE, SWOT and 4P's. Learners could use the current situation to analyse how businesses have marketed during government restrictions. These activities can safely be completed at home.
- This unit introduces the concept of Marketing and supports all the Marketing pathway units.

Unit 4 - Business Communication

- Key areas: Legal Issues, including data protection, Ethical Issues, including codes of practice and other policies and procedures, Operational Issues, including health and safety and security of information.
- Learners could partake in an online meeting therefore demonstrating communication skills, methods of non written communication and use of technology. This is safe to complete from home.
- This unit supports all the administrative pathway units



BTEC Nationals RQF in Business

Key learning from year one to year two in the Nationals in Business

Unit 1 - Exploring Business

- This unit is an introductory unit for Business
- The fundamental areas covered by the unit will support all subsequent units
- Key areas: ownership/liability, purpose, sector, scope, size; stakeholders and communication with them; structure of businesses; aims and objectives; external and internal environment; market structures, supply/demand and pricing; innovation and enterprise
- It should be taught before, or alongside, other units in the specification

Unit 2 - Developing a Marketing Campaign (external)

- This unit is mandatory in all sizes of the Nationals
- It is synoptic and draws on knowledge and understanding from other units
- Learners have to develop a costed marketing campaign.
- Optional marketing units support Unit 2: 16 Visual Merchandising, 17 Digital Marketing, 18 Creative Promotion, 22 Market Research, 28 Branding, 29 Relationship Marketing
- Topics from the following units will contribute to unit 2:
 - -unit 1: use of SWOT and PESTLE (Certificate)
 - -unit 3: accounting techniques to produce a budget (Extended Certificate)

Unit 3 - Personal and Business Finance (external)

- Reminder: the updated 80 mark paper from June 2020; last sitting for the 100 mark paper was January 2020.
- Review of the command verbs - see key terms typically used in assessment in the unit specification
- The structure of the financial documents from the specification can be provided to learners
- Links to unit 7 Business Decision Making (synoptic) as well as Optional units 10, 11, 12, 13, 30 and 31 for learners interested in progression into financial/management accounting



Unit 4 - Managing an Event

- As well as exploring the role of event organiser, learners have to produce a detailed plan for an event
- These activities can be done from home safely
- The event is then to be staged which will be impeded at the present time of centre closures and physical distancing
- Learners could consider staging an online event where people are virtual attendees
- Such virtual events could be a quiz, virtual disco, talent show, craft or cooking activity, endurance activities carried out at home for charity
- Audit trail of such online events will be needed, incl assessor's Record of Activity and recording(s)
- Learners would need to review the event and their contribution, which can be done remotely
- Topics from the following units will contribute to unit 4:
 - Unit 3: the use of basic accounting techniques when producing a budget
 - Unit 2: marketing techniques for promotion of the event

Unit 5 - International Business

- This unit is best delivered in the second year of the programme
- It is advisable that unit 1 has been delivered and assessed before unit 5
- Topics from unit 1 will contribute to unit 5:
 - scope of business activity, external environment/PESTLE, competition, and business markets

Unit 6 - Principles of Management (external)

- This unit is best delivered in the second year of the programme
- It requires management and leadership theories to be applied to a business situation
- Optional units will support this unit: 8 Recruitment and Selection Process, 20 Corporate Social Responsibility, 21 Training and Development, and 24 Employment Law
- Topics from the following units will contribute to prior learning for unit 6:
 - unit 1: aims/objectives incl mission, vision and values; stakeholders
 - unit 8: workforce planning, recruitment process
 - unit 9: team building techniques, rewards and motivation, team conflict, being a team member/leader
 - unit 21: types of training, benefits of training,



Unit 7 - Business Decision Making (external)

- This unit is synoptic and consolidates knowledge and understanding of many of the other units in the Extended Diploma, particularly the mandatory units 1, 2, 3, 4, 5 and 6
- This unit is best delivered towards the end of the programme of study
- Topics from the following units will contribute to prior learning to unit 7:
 - unit 1: purpose of a business, ownership, scope, structure, aims and objectives, situational analysis (PESTEL incl legal restraints, Porter's, 5Cs, SWOT)
 - unit 2: primary and secondary research, Ansoff and Boston Matrices, 7Ps, target market and segmentation
 - unit 3: sources of finance, financial planning and interpretation of accounts
 - unit 4: use of critical path analysis, Gantt charts for project management, use of contingency plans
 - unit 5: international markets and reasons for locating internationally, resource implications
 - unit 6: quality issues and standards, training and costs/benefits
 - unit 8: human resources and recruitment

Unit 8 - Recruitment and Selection Process

- This unit requires interview role plays for Learning Aims B&C
- These can be conducted online with the assessor and peers, taking it in turns to interview each other

Unit 9 - Team Building in Business

- This unit requires demonstration of team skills for Learning Aim C
- These can be demonstrated through online activities with groups of learners taking it in turns to act as team members and team leader

Unit 14 - Investigating Customer Service

- This unit requires demonstration of customer service skills in role play activities for Learning Aim C
- These can be conducted by email or telephone, or online
- In order to demonstrate skills in challenging situations, learners can take it in turns to adopt the role of a complaining customer which have to be dealt with



Unit 16 - Visual Merchandising

- Learners have to create a display for Learning Aim C using visual merchandising techniques
- This display can be created at home and videoed for assessment

Unit 19 - Pitching for a New Business

- Learners have to carry out a pitch for a business idea for Learning Aim C
- This can be planned at home and done online
- The assessor can give feedback on the pitch online or remotely which can be used in the learner's review for Learning Aim C

Unit 22 - Market Research

- Learners have to carry out market research, both pilot and final primary research
- This should be done remotely online rather than face to face

Unit 27 - Work Experience in Business

- This unit is not sustainable at the present time as it would be unsafe for learners to have experience of a work placement
- It should be avoided and another optional unit chosen



Tech Awards in Enterprise

Component 1

- learners each have to research two contrasting enterprises
- the contrast could be in size or in what they do
- the two enterprises must engage in market research (for Learning Aim B)
- both enterprises must be trading to make a profit
- teacher could arrange for 3-4 visitors/speakers, learners could then choose two of these

Component 2

- learners have to plan a realistic micro-enterprise activity
- realistic for a 14-16 year old (i.e. not able to employ people, rent premises or secure a bank loan)
- learners have to pitch their plan. The pitch can be to a live audience or could be a remote pitch recorded on a phone/iPad/Skype etc

Component 3

- there are plenty of past Applied GCSE questions you can adapt in [this folder](#)
- this is a synoptic unit, and many learners will have sat in February 2020 so should be used as a mock for year 10s exam experience rather than a true synoptic assessment. Year 11s will not be sitting this again and Year 10s will likely to sit in Feb as a first opportunity and then May. Suggest centres refer to LE reports and MS as well so that they can see the areas where learning appears to have gaps.



Approaches for remote learning

Our expectation is that centres will continue to provide teaching and learning of as much of the BTEC specification unit content as is possible and carry out teacher based assessments (e.g. worksheets, questions, activities etc) to help prepare learners for the next stage of their journey.



We do not expect learners to complete any formal BTEC Assignment Briefs for BTEC Level 3 Nationals, BTEC Level 1 and 2 Firsts and Tech Awards between mid-March and July.

The table provides some examples of adapted approaches to providing learners with activities that allow for feedback and support continued teaching and learning.

Alternative Remote Learning Approaches	
Assessment Technique	Indicative Alternative Assessment
Case study (physical submission)	Case study (online submission or electronic submission by email)
Discussion forum (in class, verbal)	Virtual meetings (Google class, Microsoft Teams, Zoom, FaceTime, Skype or equivalent platforms)
Discussion forum (written)	Online chat (Google class, Microsoft Teams, Zoom, FaceTime, Skype, VLEs, blogs or equivalent platforms)



Independent research report (physical copy)	Independent research report (online submission or electronic submission by email)
Question and Answer Session	(Google class, Microsoft Teams, Zoom, Skype or equivalent platforms)
Peer review (written, in class)	Peer review report (online submission or electronic submission by email)
Presentation (face-to-face, in class)	<p>Presentation (live via Google class, Microsoft Teams, Zoom, Skype or equivalent platforms)</p> <p>Presentation (recorded online submission or electronic submission by email)</p>
Role playing (in class)	Role playing (live via Google classroom, Microsoft Teams, Zoom, FaceTime, Skype or equivalent platforms)
Self-reflection	Self-reflection (online submission or electronic submission by email)
Simulated activity (in class demonstration)	Individual report (online submission or electronic submission by email)
Written task/report (physical submission)	Written task/report (online submission or electronic submission by email)



How to approach research

Students working on research activities requiring primary research may find it challenging in the current climate. However, when used correctly the internet can be a good source for scholarly journals, current news, books, credible magazines, general information and other relevant content to help with research-based activities.



Primary Data Collection

Typically, activities such as interviews, focus groups, observations, etc. would be conducted in a face-to-face environment. Alternative methods to conduct primary research could include:

- Utilising video conferencing software to host focus groups, observations and interviews
- Arranging a phone conversation for direct interviews
- Utilising Live Messaging systems or software such as MS Teams to conduct research amongst peers
- Engaging in email correspondence
- Using social media networks to gauge feedback or interest i.e. consumer voice.

Using online surveys is another approach which is relatively simple to set up. Several free online survey tools are readily available to design and send out to wide range of participants. Common survey platforms include:

- **Google Forms** – <http://forms.google.com>
- **SurveyMonkey** - <http://surveymonkey.com>
- **SmartSurvey** - <https://www.smartsurvey.co.uk>



Secondary Data Collection

Where primary data collection may not be possible, or necessary, students may be directed to use secondary research; which can support the original hypothesis being examined. Many online journals offer free access to scholarly articles and peer reviewed journals. To ensure reliability look for reputable sources online. Many reliable statistics, articles and other information can be found on government and educational websites.

In addition, an Internet search for only scholarly information will reveal further sources. Some open access journals which feature topics across several areas are:

- **DOAJ** - <https://doaj.org/>
DOAJ features more than 8,500 open access journals, many of which are sourced from government, commercial, non-profit, and for-profit sources.
- **Oxford Open** - https://academic.oup.com/journals/pages/open_access
Oxford Open's database is comprised of archived content from more than 300 publications. The majority of these journals are fully open access, and the site also provides an array of optional open access entries (articles with publication costs paid by the author) that users may also access free-of-charge.
- **Omics Group** - <https://www.omicsonline.org/open-access-journals-list.php>
More than 300 open-access scientific journals on life sciences, pharmacology, environmental science, management, computer science and engineering.

For a full list of open access journals by subject go to-

<https://www.onlineschools.org/open-access-journals/>

Many professional bodies and professional membership organisations also publish research studies, case studies and information that students may use to support their research. Typically, these sources will be reliable and relevant. Centres are encouraged to ensure that students are aware of the professional bodies and membership organisations that are relevant to their field of study.



How to approach the use of software

Centres are encouraged to provide students with guidance as to suitable free or low-cost software

- **LibreOffice** – Free word processing, spreadsheets, presentation software (compatible with Microsoft Office) (<http://libreoffice.org>)

There are many free or low-cost alternatives available. Many software vendors provide free versions of software for students. Searching on the Internet will result in extensive lists.

Some large, industry-standard software vendors provide free versions of their software for education. Two of the most common are:

- **Microsoft** – Word, Excel, Powerpoint and other are available for free. (<https://www.microsoft.com/en-us/education/products/office>)