

Blended learning approach to delivering BTEC International qualifications

September 2021 to August 2022

Business

Guidance for BTEC International Level 2 and 3 qualifications

Teaching, learning and assessment

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Introduction

As COVID-19 may continue to impact upon teaching, learning and assessment through the academic year, affecting those learners who are part-way through their qualifications and those who are commencing this academic year, we have produced this guidance to support the effective delivery of BTEC course content. 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 2021-2022.

We will continue to work with our regulators and relevant sector bodies on any possible adaptations or accommodations in line with the relevant policy and regulatory considerations. 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 be considered within the context of any relevant 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.

Resources

To help you with the delivery of a blended-learning programme, several resources are available. You can purchase digital *Study Texts* and *Teacher Resource Packs* from our website [here](#) to support you with the delivery of our Level 3 International qualifications (2021).

Additionally, there are free resources available [here](#), that support the delivery of Level 3 (2010) QCF qualifications in some sectors. Note that to enter this page you will first need to accept the Terms and Conditions.

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Units with resources available will be marked according to the following key:

* Study Text

† Teacher Resource Pack

‡ QCF Guides

BUSINESS

Contents

Business

- **Overview of impact on sector**
- **Qualifications**
 - BTEC International Level 3 Business and Enterprise (2020)
 - BTEC Nationals Level 3 Business (2010 QCF)
 - BTEC International Level 2 Business (2014)

BUSINESS

Overview: Business

Adaptations to Assessments in 2021/2022

Please refer to the assessment section on the [International BTEC Adaptations page](#) for adaptations to assessments and qualifications for the 2021-2022 Academic Year.

Please note that not all qualifications can or will be adapted, and it is important that you refer to the relevant adaptation guidance for 2021-2022.

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.

Learner eligibility

There are currently no plans to have these adaptations extend to learners who take assessments in 2022/23, regardless of when they are due to certificate.

Adaptations are only available in this academic year, for assessment due to take place between 1 September 2021-31 August 2022.

Social Distance

Within the business suite of qualifications many units can be delivered remotely. 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 role-plays, interviews and event management. Delivery approaches for individual units are detailed in this document. Some optional units may require the application of practical skills and can be assessed later in the programme delivery.

However, where assessment criteria require learners to undertake practical work (e.g. use of assessment command verb 'demonstrate' or 'carry out') a simulation is not acceptable.

Theory can be delivered by distance/blended learning methods and in some contexts (e.g. the Open University) this is the normal way of working.

BUSINESS

Safety

Safety of learners and staff is paramount, and learners should be encouraged to work individually rather than in groups. In some units, group work is desirable, and this can be done using digital applications while still maintaining safe working. For some units, where teamwork is essential, using digital applications is possible but learners may find this challenging. Some of the units require a work-placement activity, and where this means with social-distancing in place this cannot be guaranteed, this is made clear.

Lost time teaching

Centres must focus on ensuring that learners have an adequate foundation for the units that will be delivered in 2021-22. Learners will probably have missed some teaching during early to mid 2021 and tutors will need to in-fill as they deliver the programmes during 2021-22. This will require careful planning, particularly on programmes in which the learners were in other settings during 2020-21 and are likely to have had varied experiences (e.g. those who start BTEC level 3 in Year 11 in September 2021).

Flexibility of delivery and assessment

There is considerable latitude for the use of diverse delivery models and assessment models. Most assessments can employ written reports, presentations, posters, video or audio recordings and other methods and these can be used in remote delivery. Visits to industries are valuable but not mandatory and work experience is not required in these programmes. This document aims to provide some guidance and suggestions for adaptations to delivery to support learners in achieving the required standard. Alternative approaches to delivery an assessment can employ written reports, presentations, posters, video or audio recordings and other suitable methods. Many learners are very familiar with a range of technologies that 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.

BUSINESS

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

For Business, Management, Retail and Enterprise qualifications, the difficulty lies in delivering and assessing interpersonal skills; customer service skills; interview skills; and planning and running events. Development of these skills is key for many roles within the industry. It is important therefore that, where possible, delivery and assessment fully incorporate the practical skills/activities for these types of units. Face-to-face delivery time should target the skills development required for employment progression in the sector, rather than theoretical delivery. Centres may also decide to deliver optional units that do not require practical work in assessment.

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

As long as practical work is employed where required, a wide range of assessment methods can be used in these programmes. However, time-constrained assessments are likely to be a poor substitute for other methods as they present inappropriate barriers to the demonstration of required learning outcomes. 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. Learners will benefit from using such technology to communicate, and this provides them with a realistic experience of how business sector organisations are increasingly communicating with each other, and with their customers.

BUSINESS

Teaching, Learning and Assessment: Business

Unit Title	Remote delivery (✓ / X / partially)	Socially distanced (✓ / X)	Delivery Guidance
BTEC International Level 3 (2021) – Business and Enterprise & Entrepreneurship			
*Unit 1 Exploring Business	✓	✓	This unit can be delivered remotely. Employer involvement may be limited to online activities, as for all the units.
*Unit 2 Research and Plan a Marketing Campaign	✓	✓	The content of this unit can be delivered remotely. Market research is required for Learning Aim A, which may be restricted to digital methods.
*Unit 3 Business Finance	✓	✓	This unit can be delivered remotely.
*Unit 4 Managing an Event	✓	✓	Learning Aims A&B and C can be delivered remotely. Working in groups to plan an event may be limited. For Learning Aim D: <i>Stage and manage a business or social enterprise event</i> , the nature of the event may be restricted to an online event and the expectation of the scale of the event may be reduced. Learning Aim E: <i>Reflect on the running of the event and evaluate own skills development</i> can be done remotely.

BUSINESS

*Unit 5 International Business	✓	✓	This unit can be delivered remotely.
*Unit 6 Principles of Management	✓	✓	This unit can be delivered remotely.
*Unit 7 Business Decisions Making	✓	✓	This unit can be delivered remotely.
Unit 8 Human Resources	✓	✓	This unit can be delivered remotely.
Unit 9 Team Building in Business	x	x	This unit can be delivered remotely except for Learning Aim C, where practical activities for developing team skills and leadership skills are expected. This may be severely restricted if carried out remotely and difficult to evidence all the criteria. However, online team-working skills will be a useful experience given the current situation, and reflective of the challenges in real life business practice at present.
Unit 10 Recording Financial Transactions	✓	✓	This unit can be delivered remotely. Care must be taken with assessment authentication, as remote working makes collaboration difficult to monitor.

BUSINESS

Unit 11 Financial Statements for Public Limited Companies	✓	✓	This unit can be delivered remotely. Care must be taken with assessment authentication as remote working makes collaboration difficult to monitor.
Unit 12 Financial Statements for Specific Businesses	✓	✓	This unit can be delivered remotely. Care must be taken with assessment authentication, as remote working makes collaboration difficult to monitor.
Unit 13 Cost and Management Accounting	✓	✓	This unit can be delivered remotely. Care must be taken with assessment authentication, as remote working makes collaboration difficult to monitor.
*Unit 14 Investigating Customer Service	✓	✓	This unit can be delivered remotely but Learning Aim C requires the demonstration of customer service skills, which may be severely restricted. Use of digital platforms could make this possible and the concept of barriers to communication will be easy to demonstrate.

BUSINESS

Unit 15 Investigating Retail Business	✓	✓	Learning Aims A&B require some primary research in the local area which may be restricted. For Learning Aims B&C the unit section <i>Essential information for assessment decisions</i> 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.
Unit 16 Visual Merchandising	✓	✓	For Learning Aims A&B opportunities to visit retail outlets for research may be restricted. Learning Aim C/P6 requires the creation of a display for a retail outlet using appropriate visual merchandising techniques. The practical demonstration of visual merchandising techniques may be restricted if learners are working remotely. A visual display can be executed remotely but props may be limited. Photographs and records of the display would be needed for verification purposes.
Unit 17 Digital Marketing	✓	✓	For Learning Aims A&B, the recommended assessment approach suggests a presentation, but this is not essential.

BUSINESS

Unit 18 Creative Promotion	✓	✓	For Learning Aim C, the recommended assessment approach asks for a presentation of a proposal for the promotional campaign, along with examples of proposed promotional materials. The unit section <i>Essential information for assessment decisions</i> for Learning Aim C references learners presenting individually the creative plan to be evidenced by an observation record. It is not essential for this to be presented verbally.
Unit 19 Pitching for a New Business	✓	✓	This can be delivered remotely. The unit section <i>Essential information for assessment decisions</i> for Learning Aim B suggests learners can work in groups of up to 4 when planning, which may be prohibited. Learning Aim C requires learners to carry out a pitch for funding for the chosen micro-business. This may be restricted, however digital platforms could be used, and recordings taken. The business audience may be restricted, but online delivery may provide opportunities for the opposing outcome, as a wider audience may be able to attend with greater flexibility of remote engagement using digital platforms.
*Unit 20 Business Ethics	✓	✓	This unit can be delivered remotely.
Unit 21 Training and Development	✓	✓	This unit can be delivered remotely. Learning Aim B/P4 asks for an explanation of the impact of training on an individual. This implies contact with an individual, which may be restricted, however is not essential to do this face-to-face.

BUSINESS

Unit 22 Market Research	✓	✓	This can be delivered remotely. Learning Aim B requires learners to plan and implement a market research activity to meet a specific marketing objective. Primary research may be limited as face-to-face surveys and focus groups may not be possible. Digital platforms can be used to do this remotely.
*Unit 23 Work Experience in Business	x	x	This unit requires learners to carry out work experience in an appropriate and safe manner. The opportunities for work placement may be severely restricted and learners will find it difficult to find and prepare for a work placement and carry out 40 hours in a business. Social-distancing may be compromised.
Unit 24 Branding	✓	✓	This unit can be delivered remotely.
Unit 25 Relationship Marketing	✓	✓	This unit can be delivered remotely.
Unit 26 Procurement Processes in Business	✓	✓	The unit section <i>Essential information for assessment decisions</i> for Learning Aims A&B indicate learners will 'benefit from conducting interviews with buyers, or with someone working in a procurement environment'. This may be restricted.
Unit 27 International Logistics	✓	✓	This unit can be delivered remotely.

BUSINESS

*Unit 28 Sales Techniques and Processes	Partially	✓	This unit can be delivered remotely but Learning Aim C requires customer contact in a face-to-face sales meeting and follow up. This may be severely restricted.
Unit 29 Health and Safety in the Workplace	Partially	✓	This unit can be delivered remotely, but learners are expected to conduct health and safety risk assessment in a work environment, which may be severely restricted.
Unit 30 Career Planning	✓	✓	This unit can be delivered remotely but Learning Aim C is practical, requiring interviews and review of skills. These can be carried out remotely with appropriate technology. Recordings should be made for verification purposes.
Unit 31 Effective Project Management	Partially	✓	This unit can be delivered remotely, but practical activities may be restricted, as will access to a workplace environment.
*Unit 32 Business and Environmental Sustainability	✓	✓	This unit can be delivered remotely. Research is required and primary research into a selected business may be restricted. Learners may need support to carry out this research.

BUSINESS

*Unit 33 Enterprise and Entrepreneurs	✓	✓	This unit can be delivered remotely. Learners' access to enterprises and entrepreneurs may be limited. For Learning Aims A&B, primary research into specific enterprises, entrepreneurs (and their motivation) is required. There may be increased, or limited, opportunities to carry out primary research depending on many variables that will affect the choice available to learners.
*Unit 34 Launch and Run an Enterprise	✓	✓	This unit can be delivered remotely but there are likely to be limitations (and opportunities) for new enterprise ideas. However, current uncertain and challenging times may present unique opportunities for enterprise. Research into potential enterprise ideas may prove challenging but will help inform what can be achieved in Learning Aim C, which requires the learner to launch and run an enterprise. Learning Aim D requires the learner to review the outcomes of the enterprise using financial data and customer feedback. Online enterprise activity will be possible to carry out remotely.
*Unit 35 Survival and Growth	✓	✓	This can be delivered remotely. Selected businesses are required for research, which will require remote investigation.

BUSINESS

Unit 36 Social Enterprise	✓	✓	This unit can be delivered remotely, and research into a range of social enterprises, and the factors that contribute to the success or failure of a social enterprise, can be conducted online. Contact with a specific, small, local enterprise in the local area may be restricted. For Learning Aim C learners must <i>plan, participate in and review a one-off social enterprise activity</i> which may be restricted. An online social enterprise activity can be carried out remotely.
*Unit 37 Intrapreneurship and Innovation in an Enterprise	✓	✓	This unit requires research into an innovating enterprise. Depending on the type of enterprise selected this would determine whether this could be conducted remotely, as primary research may be restricted.
Unit 38 Marketing Communications in Business	✓	✓	This unit can be delivered remotely. Learners will have to carry out research and depending on the type of business selected for their marketing communications, this will impact the types of research that would be undertaken. The learners are expected to present a marketing and communication plan for Learning Aim A to a client, which may be restricted.
*Unit 39 Developing an Enterprise Strategy	✓	✓	This can be delivered remotely. Research into selected enterprises and their strategies can be done remotely. New and small enterprises may be difficult to access, and this should be taken into consideration when selecting enterprises to study.

BUSINESS

Unit 40 The English Legal System	✓	✓	The unit section <i>Essential information for assessment decisions</i> 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 too may be restricted.
Unit 41 UK Employment Law	✓	✓	This unit can be delivered remotely.
Unit 42 Aspects of UK Civil Liability Affecting Business	✓	✓	This unit can be delivered remotely.
Unit 43 Aspects of UK Criminal Law Impacting on Business Individuals	✓	✓	This unit can be delivered remotely.

BUSINESS

Unit Title	Remote delivery (✓ / X / partially)	Socially distanced (✓ / X)	Delivery Guidance
BTEC International Level 3 (2010) – Business			
‡Unit 1 The Business Environment	✓	✓	Can be delivered remotely.
‡Unit 2 Business Resources	✓	✓	Can be delivered remotely. Learners need financial information to complete Learning Outcome 4, which can be provided remotely.
‡Unit 3 Introduction to Marketing	✓	✓	Learning Outcome 2/P3 and P4 <i>Use marketing research for marketing planning</i> . The <i>Essential guidance/Assessment</i> suggests that learners use a business, perhaps the centre, to investigate marketing research used for marketing planning for P3. In the <i>Essential guidance/Delivery</i> it suggests learners could conduct their own research for P4. Accessing a business to investigate market research they have conducted may be difficult and carrying out their own market research may also be restricted.

BUSINESS

‡Unit 4 Business Communication	✓	✓	The <i>Essential guidance/Delivery</i> suggests learners can work in pairs to investigate local businesses, but this may be limited. Role-play is suggested as a useful way to learn about the importance of verbal communication and body language, but this may be limited. The section <i>Essential guidance/Assessment</i> for P2, suggests that a verbal presentation is one of the three methods used. This could be restricted. The guidance suggests learners obtain examples of communication from a business organisation.
‡Unit 5 Business Accounting	✓	✓	Group work and visiting speakers may be limited. D2 in <i>Essential Guidance/Assessment</i> - 'Learners will work in groups to evaluate the performance and position of the business.... and could present their evidence as part of a group'.
Unit 6 Financial Accounting	✓	✓	Small group work is suggested in the guidance, but this may be limited. <i>Essential Guidance/Assessment</i> : P3 suggests groups discuss changes required to spreadsheets, and for D2 presentation as a small group to give evaluation of changes.
Unit 7 Management Accounting	✓	✓	Small group work is suggested in the guidance, but this may be limited. <i>Essential Guidance/Assessment</i> : D2 presentation as a small group.

BUSINESS

Unit 8 Accounting Systems	✓	✓	The opportunity to observe and use computerised account packages such as Sage may be limited. Similarly, the use of visiting speakers. <i>Essential Guidance/Assessment</i> P2/P3/M1/D1 – group talk, or presentation will be limited, but is not essential.
Unit 9 Creative Product Promotion	✓	✓	All LOs: Use of resources like art/recording studios and drama facilities may be limited. Group work may also be limited but this is not essential.
Unit 10 Market Research in Business	✓	✓	LO3: <i>Be able to carry out research</i> . This may cause issues with primary research/surveys face-to-face. Observations, interviews, field trials may be limited. Limited peer review and group questionnaires, as suggested in the <i>Essential Guidance</i> .
Unit 11 Relationship Marketing	✓	✓	Role-plays, guest speakers, and visits may be limited. For P4, 4 techniques may be limited as quality circles and consulting with a business would pose problems.
Unit 12 Internet Marketing in Business	✓	✓	Can be delivered remotely.

BUSINESS

Unit 13 Recruitment and Selection in Business	✓	✓	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 'nonwritten, body language, appearance'. For M2 'analyse your contribution' to interviews. Interviews are essential for this unit. They can be arranged through online platforms and/or telephone.
Unit 14 Aspects of Employment	✓	✓	Can be delivered remotely.
Unit 15 Developing Planning for a Career in Business	✓	✓	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 restrictions.
Unit 16 Human Resource Management in Business	✓	✓	Practical examples through work experience may be difficult. Visiting speakers and group discussions, also may be limited.
Unit 17 Training in the Business Workplace	✓	✓	LO3: <i>Plan and deliver a training programme</i> 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.

BUSINESS

Unit 18 Managing a Business Event	✓	✓	For LO3, holding an actual event may be challenging with social-distancing in place. Safety is paramount when running any event, more so at the present time. Online events are feasible alternatives. Collaboration for planning and running the event will be severely limited, though possible with online applications and the recognition that the scale of the planned event may be smaller.
Unit 19 Developing Teams in Business	x	x	LO4: <i>Be able to work effectively in a team.</i> For this unit, learners need to demonstrate their teamworking skills. This may be severely restricted. P4 <i>demonstration of working as part of a team</i> , and P5, <i>dealing with any conflict or difficult situations as a team leader</i> may prove very difficult even if online platforms are used.
Unit 20 Managing Physical Resources in a Business Environment	x	x	This unit is intended to be delivered in the workplace, or under simulated conditions. This may be severely restricted, specifically for P5: <i>Conduct a risk assessment of three physical resources in a selected workplace</i> and for P6 <i>Design a system to monitor these three resources.</i> The unit references small group work, and visiting speakers, both of which may be restricted.
‡Unit 21 Aspects of Contract and Business Law	✓	✓	The unit suggests visiting speakers and group discussions, which may be restricted. Remote delivery is acceptable.

BUSINESS

Unit 22 Aspects of Civil Liability for Business	✓	✓	The unit assessment suggests group work, but this is not essential.
Unit 23 Aspects of the Legal System and Law-making Process	✓	✓	The <i>Essential guidance/Delivery</i> suggests that learners will benefit from court visits and visits to parliament, and that magistrates, solicitors and barristers as guest speakers, would be beneficial. These will all be restricted at present. Throughout, there is the suggestion of group work, but this is not essential.
Unit 24 Aspects of Criminal Law Relating to Business	✓	✓	Group research suggested in unit but is not essential.
Unit 25 Supporting Business Activities	x	x	This unit is intended to be delivered in the workplace or under simulated conditions. Learners need to have experience of working, either through placements or visits, to fulfil the requirements. LO 4 <i>Plan work and carry out a support role</i> is likely to be severely restricted at present.
Unit 26 Managing Business Information	x	✓	This unit requires learners have access to business management systems for the second part of the unit in LO3: <i>be able to maintain an information system</i> ; and LO4: <i>be able to produce information to support decision making in organisations</i> . Limited access to software may make this impractical to carry out remotely.

BUSINESS

Unit 27 Understanding Health and Safety in the Business Workplace	✓	✓	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 is suggested in outline learning plan, which might be difficult, however it is not essential.
Unit 28 Business Project Management	x	x	This unit is intended to be delivered in a workplace or simulated conditions. It is beneficial for learners to have access to realistic business projects, which may be restricted. The work-based project means this is a practical unit, rather than an academic research project.
Unit 29 Understanding Retail	✓	✓	All LOs: There may be limited opportunities for the 'visits to different types of stores/stockrooms' recommended in the Delivery Guidance.
Unit 30 Visual Merchandising in Retail	✓	✓	LO4: <i>Be able to plan and assemble a display</i> for P4/P5. Site visits may be limited. Practical elements for creating the display can be done remotely at home using props to hand. This may be difficult to organise/manage. Recordings/photographs of visual displays is required.
Unit 31 Fashion Retailing	✓	✓	All LOs: These require 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 also be limited.
Unit 32 Food Retailing	✓	✓	All LOs. Visits to food retail outlets/distribution centres may be limited. Similarly, collaboration with food retailers may be limited.

BUSINESS

Unit 33 The Impact of Communications Technology on Business	✓	✓	LO1/P1 visits to organisations that use 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.
Unit 34 Website Design Strategy	✓	✓	LO1 and 2: visits to organisations/exhibitions may be limited, as will inviting visitors to discuss responses to websites. However, websites activities can be done remotely.
Unit 35 Supply Chain and Stock Management	✓	✓	All LOs: Visits/visiting speakers may be limited.
Unit 36 Starting a Small Business	✓	✓	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.
‡Unit 37 Understanding Business Ethics	✓	✓	Can be delivered remotely.
‡Unit 38 Business and the Economic Environment	✓	✓	Can be delivered remotely.

BUSINESS

Unit 39 International Business	✓	✓	Can be delivered remotely.
Unit 40 Computer Applications for Financial Management	✓	✓	All LOs: Working in groups suggested by the guidance may be limited. Access to software is essential.
Unit 41 Business Markets and the Economy	✓	✓	Can be delivered remotely.
Unit 42 Quality Management Systems in Logistics	✓	✓	All LOs: Research opportunities and visits to logistics outlets and visiting speakers may be limited. Group activities and practical activities may also be limited.
Unit 43 Transport Planning	✓	✓	All LOs. Research opportunities and site visits may be limited. Group discussions and role-plays as suggested by the guidance may be limited. Workplace activities may be limited.
Unit 44 Operational Management of Road Transport	✓	✓	All LOs. Research opportunities and site visits may be limited. Group discussions and role-plays as suggested by the guidance may be limited. Workplace activities may be limited.

BUSINESS

Unit 45 Transport Systems and the Environment	✓	✓	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 the guidance may be limited. Workplace activities may be limited.
Unit 46 Supply Chain Organisations	✓	✓	Research opportunities and site visits may be limited. Group discussions may be limited, as will role-plays. Workplace activities may be limited.

BUSINESS

Unit Title	Remote delivery (✓ / X / partially)	Socially distanced (✓ / X)	Delivery Guidance
BTEC International Level 2 (2014) – Business			
Unit 1 Business Purposes	✓	✓	Can be delivered remotely. Access to businesses for research purposes may be restricted but case studies and examples can be provided by the Assessor. Group work and visiting speakers suggested in the unit are not essential; online guest speakers may be possible.
Unit 2 Business Organisations	✓	✓	Can be delivered remotely through case studies and examples provided by the Assessor. Links with local businesses for research may be limited; online research into different businesses is possible.
Unit 3 Financial Forecasting for Business	✓	✓	Can be delivered remotely. Calculations of financial data can be executed remotely. Case studies and examples can be provided by the Assessor, along with break-even and cash flow templates. There may be problems of originality if learners all have the same data. Collaboration is difficult to monitor if learners are working remotely. Tutors could provide different data sets and/or limit the time available to work on assignments.

BUSINESS

Unit 4 People in Organisations	✓	✓	Can be delivered remotely, looking at job roles and functional areas through online research and case studies. Examples of recruitment documents can be provided. Learners must apply for a role and participate in an interview, and this may be restricted. Online interviews can be conducted using software, or via the telephone. Whichever format is used, it must be recorded for verification purposes. Learners can complete a knowledge and skills audit remotely and can also produce a career development plan.
Unit 5 Using Office Equipment	x	✓	This is a practical unit, which involves the demonstration of support such as reception tasks, answering the telephone, voicemail, taking messages, handling mail, welcoming visitors, using filing systems, electronic diary and using office equipment. The safe demonstration of office equipment and admin tasks (P5) cannot be done remotely. Office systems can be delivered remotely, to include processing and retrieving information (P3), and using an electronic diary (P4) if learners are given access to these systems. The unit is often delivered during a period of work placement or using centre resources. This would be severely restricted.

BUSINESS

Unit 6 Providing Business Support	x	✓	This is a practical unit involving carrying out business support including using equipment safely and providing support for a meeting. The unit is often delivered during a period of work placement or part time job. Opportunities to do this could be severely restricted. As a minimum, equipment should be: 'computer, printer, telephone and photocopier'. Organising and supporting meetings could be done remotely through online platforms, but this would be limited.
Unit 7 Verbal and Non-verbal Communication in Business Contexts	✓	✓	This practical unit involves learners participating in role plays. They need to show use of communication skills, verbally and non-verbally in business contexts. They are required to have one-to-one (P3) and group (P4) discussions covering a business context where they also demonstrate interpersonal skills (P1). This may be difficult to achieve face-to-face. Digital platforms could be used. Such demonstrations need to be recorded for verification purposes.
Unit 8 Business Communication through Documentation	✓	✓	This practical unit can be delivered remotely, and case studies/examples of written business documents used. Learners are required to produce written documents for different purposes, which can be done remotely. Group work is not essential, and learners can work on their own. Access to equipment to produce documents is essential.

BUSINESS

Unit 9 Training and Employment in Business	✓	✓	This unit can be delivered remotely. Rights and responsibilities of both employees and employers, teamwork, motivation, the advantages of training and performance appraisal can be delivered through case studies and examples.
Unit 10 Personal Selling in Business	✓	✓	Part of the unit can be delivered remotely through case studies. It also requires a real or simulated sales environment so that learners can demonstrate selling skills (P4, P5 and D2), so if face-to-face sales situations are not possible, the use of digital platforms, including internet chat, can be used. These practical demonstrations should be recorded, and learners should keep a log of their selling activities.
Unit 11 Customer Relations in Business	✓	✓	Knowledge-based elements of this unit can be delivered remotely, such as how consistency and reliability in customer service is important, and how it is monitored and improved. However, it also has a practical element and learners must demonstrate presentation, communication and interpersonal skills in customer service situations. If face-to-face situations are not possible, telephone or digital platforms can be used, which must be recorded.

BUSINESS

Unit 12 Business Online	✓	✓	Knowledge-based elements of this unit can be delivered remotely, such as online business activities, and the impact of conducting business online. The practical element requires learners to create webpages/website for a business need. This can be done remotely if software is made available to learners. Screenshots must be used to record the work for verification purposes.
Unit 13 Consumer Rights	✓	✓	This unit can be delivered remotely. Learners can be given case studies to learn about consumer protection and contracts. They need to apply consumer rights to a situation or case study, which can be conducted remotely.
Unit 14 Business Ethics	✓	✓	This unit can be delivered remotely. For P6 learners must construct an ethical policy for a selected business, and this can be carried out online.
Unit 15 Bookkeeping for Business	✓	✓	This unit can be delivered remotely using case studies and examples of financial transactions. Learners must complete their own documents and create accounts from given data. This can be done remotely with appropriate software packages. There may be problems of originality if learners all have the same data. Collaboration is difficult to monitor if learners working remotely. Tutors could provide different data sets and/or limit the time available to work on assignments.

BUSINESS

Unit 16 Business Enterprise	✓	✓	<p>Not to be delivered with Unit 17</p> <p>This unit can be delivered remotely. The delivery guidance recommends visiting speakers, which may be difficult. Online access to experts could be organised. Learners must give an outline of a business plan for a start-up enterprise, which can be done remotely.</p>
Unit 17 Starting a Small Business	✓	✓	<p>Not to be delivered with Unit 16</p> <p>This unit can be delivered remotely. Learners must identify a business idea, examine the target market, and the legal and financial aspects of a start-up enterprise, leading to the production of a proposal.</p>
Unit 18 Working in Business Teams	x	x	<p>Theoretical aspects of effective teams can be delivered remotely. An important part of this unit is practical, and learners must demonstrate their working as a team-member, and as a team-leader. With social-distancing, this would be difficult to organise. Online platforms would be required for team activities to take place, and Level 2 learners may find this challenging. Opportunities for real team-working in work placement, or part-time employment may be severely restricted.</p>
Unit 19 The Marketing Plan	✓	✓	<p>The marketing principles used in business can be delivered remotely using case studies and examples. Learners must plan costed marketing and promotional activities, and produce sample promotional materials, which can be done remotely. Appropriate software needs to be made available to produce the materials.</p>

BUSINESS

Unit 20 Managing Personal Finance	✓	✓	This unit can be delivered remotely using case studies and examples of personal budgets. For the practical element, learners must construct a personal budget, recording income and expenditure. Software needs to be made available. This should be individual to them to remove problems of collaboration and must be monitored closely.
Unit 21 Promoting and Branding in Retail Business	✓	✓	Opportunities for visits to retail outlets to observe promotion and branding in action may be limited. Online retail presence can be researched easily. Delivery of the structure of retail business/supply chains, and case studies on branding and promotions, can all be done remotely. Learners must develop their own product brand, with accompanying promotional materials. This can be done remotely, assuming appropriate access to computers etc.
Unit 22 Visual Merchandising and Display Techniques for Retail Business	x	✓	Opportunities to visit retail outlets and see merchandising in action may be limited. Online research of displays might be restricted, but specialist periodicals showing planograms will be useful. The practical elements of the unit involve learners designing a display and using space to plan it. They must carry out a risk assessment in-store. Access to store environments is therefore crucial and remote working is difficult. Photographs and sketches will be necessary.

BUSINESS

Unit 23 Lean Organisation Techniques in Business	x	✓	The concept of a lean environment can be delivered remotely, but visits and contact with businesses is important. Learners must undertake a productivity needs analysis in an organisation and produce a process map. This requires access to an organisation and cannot be done remotely. A practical and vocational context is essential, and this unit would suit learners already in a workplace; remote learners would be at a disadvantage. Detailed case studies would be required.
Unit 24 Business Improvement Tools and Techniques	x	✓	Theory of Kaizen can be delivered remotely but visits and contact with businesses is important for this unit. Learners must design workplace improvement techniques. Ideally this unit is for learners already in a workplace. Remote learners would be at a disadvantage. Detailed case studies would be required.
Unit 25 Enterprise in the Workplace	x	x	This unit requires a minimum of two work placements with two different organisations for one week each, for learners to undertake two workplace projects. This cannot be undertaken remotely, nor with social-distancing.

BUSINESS

Unit 26 Sourcing and Buying in the Supply Chain	x	✓	This unit examines sourcing and buying activities in the supply chain. Extensive industry-related case studies and documents would be required if this were delivered remotely. Learners must demonstrate skills reviewing the monitoring and control procedures, which will need personal and industrial knowledge of procurement. Visits and access to businesses is essential. Remote delivery would therefore be difficult if learners did not have this experience and the ability to research real businesses and source workplace evidence.
Unit 27 Technology in the Logistics Sector	x	✓	This unit is similarly industry-related and access to businesses is required. Detailed case studies would be necessary for remote delivery. Learners must have some knowledge and experience of warehouse systems and other systems in the supply chain, if site visits and guest speakers are not practicable.
Unit 28 Warehousing Skills in Logistics	✓	✓	This unit requires access to logistics businesses and guest speakers, alongside periodicals and trade journals, as site visits may be restricted. The use of vocational contexts is essential and real-life case studies and workplace examples must be used in the absence of learners being able to collect evidence from workplace experience.

BUSINESS

Unit 29 Transport, Distribution and the Storage of Goods within the Logistics Industry	✓	✓	This unit requires access to logistics businesses, alongside industry periodicals and journals. Use of vocational contexts is essential. Practical investigation is needed for LO 3 and this is best carried out in work placement at a logistics business. This may be restricted. Personal experience of the industry is desirable. In the absence of this, real-life case studies are required.
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