

Your guide to the changes for 2021

Following [Ofqual's consultation](#) on arrangements for the assessment of VTQs in 2020/21, we've reviewed units in our Cambridge Nationals and Cambridge Technicals being taken this academic year to provide specific guidance at qualification and unit level on changes to requirements or alternative approaches to support public health guidance.

Our changes are designed to make units to be taken in 2020/21 possible to complete, given the constraints you are all working with, and to make sure that the learning outcomes and assessment criteria can still be met.

We understand that the current disruption continues to change and also varies across regions, so our guidance gives acceptable alternatives you can consider when delivering units in your school /college while following the public health guidance.

Please use the [specification and assignments](#) available on our website, alongside this document, to plan and carry out assessment in 2020-21.

Overview of changes for R019

Unit number	Unit title	Mandatory (M)/ Optional (O)
R019	Understanding the equipment and nutritional needs of children from birth to five years.	M

Which element(s) of the unit are affected?

Learning Outcome 1: Understand the key factors when choosing equipment for babies from birth to 12 months

Learning Outcome 2: Understand the key factors when choosing equipment for children from one to five years

Candidates need to investigate different types of equipment. However, access to investigate products both physically and online may be restricted (for example Covid restrictions on shops and where candidates have no computer and internet access). This may put some candidates at a disadvantage if they cannot fully investigate the equipment in Task 1.

Learning Outcome 4: Be able to investigate and develop feeding solutions for children from birth to five years

Restricted access to practical settings, facilities or equipment could mean candidates cannot complete elements of LO4. Developing a feeding solution could require the use of a specialist food room and/or equipment to complete the practical task: 'making a bottle', 'comparison of baby foods', or 'a specified meal'.

What adaptations are possible for this unit?

Learning Outcome 1 and Learning Outcome 2 : Candidates can complete this element by reducing the number of types of equipment for candidates to investigate in Task 1 in the Set Assignment.

Learning Outcome 4: If candidates are not able to complete the practical part of the task and evaluation, they could be assessed through a Q&A session. Sessions can be recorded, with candidates discussing how they would carry out the practical elements of the task.

What has changed?

What has changed	Detail
<p>Task 1 in set assignment 1 and 2</p>	<p>LO1: Understand the key factors when choosing equipment for babies from birth to 12 months</p> <p>LO2: Understand the key factors when choosing equipment for children from one to five years</p> <p>Task 1 has been amended so candidates are asked to investigate two types of equipment rather than all four.</p> <p>Candidates must still complete Task 1 for each room. Candidates still are required to complete LO1.2 and LO2.2 to consider key factors for the choice of both types of equipment selected and rejected.</p>
<p>Task 3 in set assignment 1 and 2</p>	<p>Learning Outcome 4: Be able to investigate and develop feeding solutions for children from birth to five years</p> <p>The making of the feeding solution may not be possible due to Covid restrictions.</p> <p>Task A Make a bottle feed following appropriate hygiene practices and produce an evaluation.</p> <p>Task B Make baby food following appropriate hygiene practices and produce an evaluation.</p> <p>Task C Make a specified meal following appropriate hygiene practices and produce an evaluation.</p> <p>For the above, the following adaptations are allowed:</p> <ul style="list-style-type: none"> • If candidates cannot make the feeding solution, they could watch a video recording of someone completing the chosen task. Candidates can then be assessed through a Q&A session to discuss the content of the video and to enable an evaluation of what they watched. The discussion could cover: <ul style="list-style-type: none"> ◦ elements of best practice that were seen ◦ hygiene practices ◦ opinions and viewpoints ◦ adaptations ◦ strengths, weaknesses, and recommendations for any changes. • Candidates should provide written evidence and/or a verbal discussion to explain their observations of the video. • If candidates cannot make the feeding solution and cannot use a suitable video recording, a Q&A session could take place. • This Q&A session could include the candidate describing the steps they would go through to make the feeding solution and necessary considerations for the practical result to be successful. It should also cover: <ul style="list-style-type: none"> ◦ hygiene practices ◦ opinions and viewpoints ◦ adaptations ◦ strengths, weaknesses, and recommendations for any changes if needed. <p>The outcomes of any Q&A session should be produced and presented as written evidence as part of the evaluation.</p> <p>The assessor must complete a witness statement to support and justify the mark for LO4, using all the evidence. This should focus on the levels of understanding that each candidate displayed during the discussion.</p>

What has changed	Detail
	<p>The following areas of Task A, B and C remain unchanged:</p> <ul style="list-style-type: none"> • Consider nutrition and two other factors in your investigation • List the resources required • Produce information materials to include: <ul style="list-style-type: none"> ◦ a nutritional analysis ◦ a comparison of your feeding solution: <ul style="list-style-type: none"> breast, bottle and combination all baby foods specific meal • When completing the URS give details in the teacher comments about which approach was taken e.g. if a candidate watched a video and this was followed up with a Q&A session. • As the number of types of equipment required has been reduced to two this will apply to all mark bands on the URS where this applies.
Centre guidance/ assessment guidance	N/A
Other documentation, e.g. witness statements	No changes required.
Considerations for moderation	None.

Overview of changes for R020

Unit number	Unit title	Mandatory (M)/ Optional (O)
R020	Understanding the development of a child from birth to five years	M

Which element(s) of the unit are affected?

Learning Outcome 3: Be able to plan different play activities for a chosen developmental area with a child from birth to five years

Candidates need to make an initial observation visit to a child aged between 0 and 5 years.

Candidates plan two play activities for the child being studied, based on the initial observation visit.

Learning Outcome 4: Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years

Candidates observe and record **both** planned play activities with the child being studied.

Candidates have to evaluate the play activities.

What adaptations are possible for this unit?

Learning Outcome 3 For the initial visit, candidates can use video recordings or where a teacher has access to a child, they could share a video with their students of the child at play and the students can record their own observations.

Learning Outcome 3: Reduction of planning and carrying out **one** activity rather than two.

Learning Outcome 4: The play activity can be carried out without the candidate present (activity taken away by teacher/parent and video recorded). Simulated role-play can be used if access to a child is restricted or where none of the above is possible, candidates can be assessed through a Q&A session with a teacher on how a candidate would carry out their planned activity (with props).

Candidates do not have to use the same child for the initial visit and carrying out of the planned activity if restrictions do not permit this.

The evaluation will be based on feedback from the video recording, simulated role-play or the Q&A session.

What has changed?

What has changed	Detail
<p>Task 3 in set assignment 1 and 2</p>	<p>Learning Outcome 3: Be able to plan different play activities for a chosen development area with a child from birth to five years.</p> <ul style="list-style-type: none"> • If a candidate has an age-appropriate child in their household/bubble they can be used for the observations. Candidates can also use settings other than a nursery or school setting. This is already allowed for this unit. • Due to Covid restrictions candidates may not be able to complete a face-to-face initial visit with a child. • The following adaptations are allowed: • The initial visit and observation of a child could be completed using: <ul style="list-style-type: none"> ◦ a video recording of a child playing or ◦ a case study/scenario. <p>Examples of video recordings: www.channel4.com: The secret life of 4 and 5 years olds https://www.youtube.com/watch?v=7nQxWCn_dBg: Toddler Observation Video 3. https://www.youtube.com/playlist?list=PL7914115EB65911A5: Department for Education: Early Years Foundation Stage videos.</p> <ul style="list-style-type: none"> • Please note that teachers are not expected to find these resources for candidates. • It is recommended that videos are downloaded as links can change. • Groups of candidates are permitted to observe the same child or video recording, but the work submitted must be the candidate's own. • Centres do not need to send videos of observations into OCR and do not need to provide a witness statement of the observation as this is not usually a requirement in normal situations. However, the centre should retain these in case OCR need to see them at a later date. Best practice would be to include wherever possible photographs of the observation being undertaken. Confidentiality of the child must be considered and no full faces should be included. • When completing the URS, give details in the teacher comments about which approach was taken e.g. if a candidate watched a video for their observation and then discussed their planned activity with the teacher. <p>Task 3 has been amended so candidates are expected to plan one activity rather than two.</p> <ul style="list-style-type: none"> • Examples of evidence can be found in the handbook, but plans must be in written form but can be handwritten, or word processed.

What has changed	Detail
<p>Task 4 in set assignment 1 and 2</p>	<p>Learning Outcome 4: Be able to carry out different play activities for a chosen child development area with a child from birth to 5 years.</p> <ul style="list-style-type: none"> • Some teachers may have access to a child and will give the candidate's activity to the child's parent to carry out the activity and video record for candidates to make observations. • If candidates do not have access to a child either through a setting or from access through a teacher, candidates can carry out and make observations of their activity through simulated role-play with fellow class members. Feedback can then be gathered from the participants, after the activity to help candidates complete the evaluation. This could include strengths and weaknesses of the activity and if it supports development. • Candidates who do not have access to a child and cannot complete the task through a simulated roleplay, can still be assessed through a Q&A session. <p>Candidates could describe and discuss:</p> <ul style="list-style-type: none"> ◦ how they would introduce their play activity to the child. ◦ how the activity should be carried out. ◦ the method they would have observed and what observations they expect to see based on the developmental norms. ◦ This Q&A session can be done using the candidates plan and activity as props to prompt discussion. <ul style="list-style-type: none"> • Examples of evidence can be found in the handbook. However, OCR recognise that the ways of recording the observation may be limited when compared to making observations face-to-face. <p>The evaluation should take place as it normally would and be presented as written evidence.</p> <ul style="list-style-type: none"> • Where candidates have watched a video recording of a child carrying out the activity, the evaluation can be completed by commenting on the strengths and weaknesses of what they have seen. • Where candidates have used a simulated role-play to carry out the activity, feedback from fellow class members will form the evaluation. • Where candidates do not have access to a child (either face-to-face or by video recording) and cannot complete the task through a simulated role-play, the evaluation will be based on the Q&A session that took place with teachers. • In the evaluation the aims will vary depending on the approach taken. All candidates should be able to reference their observation and their plan for the activity identifying any changes they might make. Where appropriate they can refer to feedback they have been given.
<p>Centre guidance/ assessment guidance</p>	<p>N/A</p>
<p>Other documentation, e.g. witness statements</p>	<p>No changes required.</p>
<p>Considerations for moderation</p>	<p>None.</p>

Summary of updates

Date	Version	Section	Summary of change
14 December 2020	2	R019	Additional adaptations to Task 1 in set assignments 1 and 2. Changing of wording in Task 3 from professional discussion to Q&A session for clarity.
		R020	Additional adaptations to Task 3 to clarify the options of initial observation visit where candidates do not have access to a child. Reduction of Task 3 to plan only one activity, rather than two. Additional adaptations to Task 4 (carrying out the activity and evaluation) to clarify the options where candidates do not have access to a child.

Support

OCR's team of expert Subject Advisors has created videos, webinars, and other resources to guide you through these changes and help you prepare your students for their exams in summer 2021.

These resources can be found on [the qualification page on our website](#).

Contact us

If you would like to contact us, you can do so at:

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