

# 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 R013

Unit number	Unit title	Mandatory (M)/ Optional (O)
R013	Developing technological solutions	M

### Which element(s) of the unit are affected?

For much of the assessment, candidates need access to hardware and software:

- to plan their IT system,
- to import and manipulate data within the system and
- to generate information outputs.

### What adaptations are possible for this unit?

If candidates do not have access to equipment or software to build the IT system and produce outputs, the unit cannot be completed at any level. This has always been the case and continues to be.

If access to hardware and software is limited, candidates should focus on building the IT system and producing the required outputs (assessment criteria 1b, 1c, 2b and 2c). As they complete the tasks, they may need to ask for general feedback from teachers. Without direct supervision there is a real risk that candidates produce evidence that doesn't meet the assessment criteria.

Teachers can also discuss with students the choice of software they use for their IT system. For example, it could be a spreadsheet, database or combined approach. If time is short, teachers need to look at how candidates have responded to the teaching and learning in these areas and decide which application best suits the needs of each student.

For assessment criteria 1a, 2a and 3a, candidates must also produce an iterative review and a final project evaluation. For these tasks, candidates will use standard software, such as Microsoft Word or PowerPoint. They can complete these tasks at home **as long as** enough measures are put in place to authenticate their work.

## What has changed?

What has changed	Detail
<b>Tasks</b>	There are no specific changes to the wording of assessment tasks.
<b>Centre guidance/assessment guidance</b>	<p>For assessment criteria 1b, 1c, 2b, and 2c, the same guidance applies:</p> <ul style="list-style-type: none"> <li>• candidates must produce the work under direct supervision</li> <li>• they cannot take work home</li> <li>• all accounts must be locked between sessions.</li> </ul> <p>If candidates are self-isolating or there is a further lockdown or school closure, they may produce planning and evaluation evidence at home. The teacher should have a professional discussion with the candidate to make sure the evidence produced is appropriately validated. Teachers should use active questioning to verify the planning approach and the candidate's evaluation of their system. The discussion could be recorded or it could take place when the candidate returns to school.</p> <p>For the evaluation, the candidate will have produced the IT system under direct supervision. This will enable the teacher to validate the types of evaluative statements made by the candidate.</p>
<b>Other documentation, e.g. witness statements</b>	If candidates use an alternative approach to generating evidence for assessment criteria 1a, 2a and 3a, it's important that assessors consider all electronic documents, audio recordings and witness testimonies when internally assessing these assessment criteria.
<b>Considerations for moderation</b>	<p>If candidates use an alternative approach for generating evidence for 1a, 2a and 3a they will not be penalised, as long as the moderator has access to the electronic documents, audio recordings and witness testimonies.</p> <p>Moderators should also look at the alignment between:</p> <ul style="list-style-type: none"> <li>• the system and outputs created under supervision and</li> <li>• the planning and evaluative comments made by the candidate.</li> </ul> <p>Moderators would expect that these two areas are reasonably aligned when the evidence is internally assessed and externally moderated.</p>

## 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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