

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.

General notes

To reduce risk, you should do the following where possible:

- deliver practical sessions in a class bubble
- maintain social distancing
- sanitise equipment
- deliver sessions outside.

When planning sessions, try to use as little equipment as possible. If you are carrying out health or fitness tests, choose those which the client can perform themselves, or those that need as little touch or use of equipment as possible.

If you need to evaluate or review performance based on delivery, and it has not been possible to deliver as much as 'usual', use discussions to consider what they could have done in different circumstances.

If candidates generate evidence through a Q&A or verbal assessment, you could use a video recording or witness statement. The candidate may also submit any notes that they used to help them prepare, or during a discussion, as supporting evidence. These candidate notes still need to be accompanied by a witness statement. Assessors must make sure witness statements are specific to the candidate and give some examples of the points that they have made that meet the grading criteria.

If activity takes place away from the centre, assessors should make sure a risk assessment is completed, focusing on the health and safety and safeguarding of candidates and any other participants. Ideally a supervising adult should be present and candidates and any other participants should have consent from their parents to take part. Assessors need to consider safeguarding if candidates are planning to record evidence, including if others are present in the background.

Suggested adaptations

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Unit 1 Practical sport	<p>LO1 Be able to demonstrate a range of skills, techniques and tactics in selected sports</p> <p>LO4 Be able to review sports performance</p>	<p>P1 Demonstrate use of practical skills, techniques and tactics appropriate for one team sport</p> <p>P2 Demonstrate use of practical skills, techniques and tactics appropriate for one individual sport</p> <p>D1 Adapt skills, techniques and tactics during team and individual sports</p> <p>P8 Use the observation checklist to review the sports performance of an individual or a team, identifying strengths and areas for improvement</p>	Taking part in practical sport.	<ul style="list-style-type: none"> • Please check NGB guidelines for all sports. • Teachers/candidates should choose sports that can be carried out safely and within NGB guidelines. • Deliver in a class bubble or with a family member and recorded for evidence (this is necessary for P9/M4) • If candidates can access their sport outside school, such as a hockey team or a swimming club, they can use this for evidence. • However, if lockdown restrictions are in place and: <ul style="list-style-type: none"> o the candidate can't access sport facilities in school due to the nature of the sport or o there is limited access to facilities in school then we will accept the following evidence to support performance: <ul style="list-style-type: none"> o witness statement from coach (essential) o recorded evidence from the last 18 months o times/results/league results information/rankings/screenshots that show evidence of level of performance. • This could be done in a bubble. Candidates could consider observing a sport that could be done outside, if there are problems with accessing facilities.

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
		<p>P9 Use the observation checklist to review own sports performance in an individual sport or team sport, identifying strengths and areas for improvement</p> <p>M4 Apply a range of methods to show teams and individuals their strengths and areas for improvement</p> <p>M5 Apply a range of methods to review own sport performance in an individual and team sport identifying strengths and areas for improvement</p>		<ul style="list-style-type: none"> • Candidates can analyse any athlete from filmed footage. This could be from within the centre such as previous filmed evidence from P1/P2, A Level PE, or from sources such as YouTube. However, assessors must make sure that the recorded evidence gives the candidate the opportunity to identify some suitable weaknesses in the athlete's performance. Therefore, viewing footage of elite performers is likely to not be suitable. • Candidates will need to make sure that they film themselves whilst completing P1/P2, so they can complete P9/M4. • If this is not possible this year, the candidate should use their knowledge of how they perform in their chosen sport to complete the review. • When using verbal feedback, the candidate must make sure social distancing rules are followed. They could record their evidence instead and present it as a video. • The candidate could use a virtual platform to provide verbal feedback.
<p>Unit 3 Fitness testing and training</p>	<p>LO3 Be able to assess their own level of fitness</p>	<p>P4 Carry out four different fitness tests for different components of fitness</p>	<p>Administering fitness tests.</p>	<ul style="list-style-type: none"> • Candidates could deliver tests within a bubble. Alternatively, they could carry out a lot of the tests at home – for example, the standing stork test, ruler drop test, standing long jump and co-ordination tests. • Candidates could perform tests outside if possible. For example, using a 12 min Cooper run instead of a multi-stage fitness test. • Sanitise equipment in line with establishment and government guidelines.

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p>Unit 5 Development of personal fitness</p>	<p>LO1 Be able to plan a personal fitness training programme</p> <p>LO3 Be able to implement and review a personal fitness training programme</p>	<p>P1 Plan, design and agree, a six-week personal fitness training programme with a coach</p> <p>P3 Implement a six-week personal fitness training programme</p> <p>P4 Describe the strengths of the personal fitness training programme, identifying areas for improvement</p>	<p>Delivering a fitness training programme.</p>	<ul style="list-style-type: none"> • Candidates could plan a six-week program that can be completed outside and/or from home, that follows government guidelines. • This should be for a classmate in their bubble or a family member. • The plan should be agreed and carried out taking social distancing into consideration. It could also be done using email or a virtual platform. • Candidates' planning should take into account the current restrictions. For example, the person can use body resistance instead of weights, and complete the session outside if possible, such as an interval running session. • If it is difficult for the client to follow the programme due to limitations, candidates should monitor and record the parts they can do. The rest could be assessed verbally by Q&A. Candidates could consider: <ul style="list-style-type: none"> o How they would monitor them to identify their strengths and areas for improvements o What potentially would the rest of the sessions feel like o What could they achieve and what would be difficult to complete. <p>Evidence of the Q&A should be provided by recording it and / or witness statement.</p> • Three weeks will be accepted for 2020/2021.

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Unit 6 Lifestyle and the sports performer	LO4 Be able to participate in a media interview.	P8/M4 Prepare, and be the subject of, a media interview, describing own strengths and areas for improvement Take part in interviews in a range of media areas	Taking part in a/range of media interview.	<ul style="list-style-type: none"> • P8 The TV or radio interview can take place following social distancing guidelines or in a class bubble. If carried out at home, candidates can record evidence on their phone, being interviewed by a family member or on a virtual platform. • Candidates can also use a written interview, where they come up with a scenario and a series of questions they could be asked. They then can write down the answers, as in a newspaper or magazine article.
Unit 7 Effects of exercise on the body systems	LO1 Be able to investigate the short-term effects of exercise on the body systems	M1 Measure the short-term effects of exercise Use of heart rate monitor, pulse rate, blood pressure spirometer	Use of fitness tests.	<ul style="list-style-type: none"> • Candidates should carry out exercise outside where possible and run the tests on themselves. • To complete M1, they can <ul style="list-style-type: none"> o take their heart rate without needing equipment. o observe flexibility by touching their toes after exercise o feel their breathing rate increase. Any equipment used must only be used if you can follow government guidelines
Unit 8 Injury in sport	LO2 Be able to deal with injuries and illnesses associated with sports participation	P3 Demonstrate how to deal with casualties suffering from three different injuries	Dealing with casualties	<ul style="list-style-type: none"> • Candidates could role play as much of this as possible in their class bubble. Dealing with some injuries requires no contact at all. • Candidates could also role play with family members and film it for the assessor to view. • If some injuries require touch, the candidate could stop at this point of the role play and then discuss what they would do next. • If the above is not possible, candidates can demonstrate their knowledge by producing a written assignment/poster/fact sheet on how to deal with the three different injuries. This should include instruction guidelines and annotated pictures.

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Unit 9 Planning and leading sports activities	LO2 Be able to plan and lead an activity session LO4 Be able to assist in the planning and	P2: Lead a sports activity P4: Leading a sports event as part of a team.	Leading an activity Leading a sports event.	<ul style="list-style-type: none"> Leadership sessions can be a sports coaching session delivered to a small group within a class bubble and complying with government/local authority guidelines. This can be led from a socially distanced position. Please check NGB guidelines for all sports. Candidates could lead a small event in their class or year bubble, such as a singles badminton or table
Unit 10 Technical skills and tactical awareness for sport	LO2 Understand the technical skills and tactical awareness in a selected sport	P3 Assess own technical skills and tactical awareness in a chosen sport P5 Carry out a six-week training programme to develop own technical skills and tactical awareness	Taking part in a sport for analysis. Delivering a six-week programme.	<ul style="list-style-type: none"> Candidates will need to select a sport that they can carry out within NGB guidelines. If they have historical video evidence, this can be used to complete this task. The candidates should carry out this six-week training within NGB guidelines for their chosen sport. If this is interrupted by a local lockdown or bubble isolation, this should be reflected in the review. For 2020/2021, we will accept three weeks. Candidates could then say how they would have developed their technique and tactics, if they had carried out the whole six weeks.

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Unit 11 Psychology for sports performance	LO4 Be able to develop and review a psychological skills training programme to enhance own sports performance	P7 Carry out and record a six-week training programme to improve psychological skills for a selected sport	Delivering a six-week programme.	<ul style="list-style-type: none"> • Candidates carry out the six-week training program on themselves, so they need to choose a sport that they can access for up to six weeks with NGB guidance. This could be Couch to 5k, so it can take place outside and meet socially distancing guidelines. • Candidates need to implement the psychological skills training while taking part in their selected sport/activity. • If the candidate cannot complete all six weeks they must be aware that they are unlikely to make the level of psychological improvement, they should reflect on this in their review. You may also like to give your candidates in this situation some data to aid their review. • Note that three weeks will be accepted for 2020/2021.

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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