

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 test, choose those which the client can perform, or those that need as little touch or use of equipment as possible.

If you need to evaluate or review candidates' 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 evidence is generated through some kind of Q & A or verbal assessment, then 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 – but 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 2 Sports coaching	LO4 Be able to deliver and review a sports coaching session	P5 Deliver a sports coaching session, with tutor support M4 Deliver a series of sports coaching sessions to improve performance in a selected sport over time D1 Continually review sports coaching sessions making amendments to the planning and delivery of upcoming sessions where needed	Delivery of sessions.	<ul style="list-style-type: none"> • Candidates could coach with their class, group bubble or similar. Two or more friends/family in a suitable setting for the sport would be accepted, if the evidence can be recorded (so the teacher can complete their assessment of the delivery). • Candidates should still plan three sessions, but for 2020/21 it is acceptable to deliver a minimum of any two. Detailed evidence of one session is needed, including: <ul style="list-style-type: none"> o one warm up o one coaching based activity and o one conclusion to a session. • If the limited number of sessions delivered makes it hard to achieve D1, a discussion-based approach can be used. Candidates should talk about: <ul style="list-style-type: none"> o How they would evaluate the performance of participants in a range of drills/activities as they progress through the sessions. o What signs they would look for that someone needs more challenging. o What signs they would look for that someone is struggling. o How they would respond/adapt the situation, providing examples to support their points. o Centres could consider the teacher delivering a session plan from one of the candidates and this being evaluated.

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Unit 4 The physiology of fitness	LO3 Be able to investigate the physiological effects of exercise on the body systems	P5 Collection of physiological data	Collection of data	<ul style="list-style-type: none"> • Candidates could collect data within a bubble. Participants could collect their own data, so no-one else handles the equipment. Candidates could carry out 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 6 Psychology for sports performance	LO4 Be able to plan a psychological skills training programme to enhance sports performance	P6 Assess the current psychological skills of a selected sports performer P7 Plan a six-week psychological skills training programme to enhance performance for a selected sports performer M3 Monitor a six-week psychological skills training programme for a selected sports performer	Assessing psychological skills Carrying out the six-week programme	<ul style="list-style-type: none"> • When assessing psychological skills, the candidate must make sure social distancing rules are followed. Alternatively, they could use email or a virtual platform. • They should plan a six-week program that can be completed outside or from home. It must follow government guidelines. • The program should be for a classmate in their bubble or a family member. • Planning should take account of the current restrictions. For example, it could be a six-week running program that can take place outside and in a local lockdown. • 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 a Q&A. Candidates could consider how the rest of the plan would have improved the client's performance. • A minimum of three weeks will be accepted for 2020/2021 • The plan should be monitored, taking social distancing into consideration, or be done via email or a virtual platform.

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
		<p>M3: Critically compare the performance of your own team against the performance of an opposing team in a selected sport</p>		<p>the athlete's performance. Therefore, viewing footage of elite performers is likely to not be suitable.</p> <ul style="list-style-type: none"> • If this is not possible, this year candidates can carry out an analysis of a team of their choice, using TV coverage or video. • This can be completed using the footage from P3/M2 comparing themselves with the other team they have played against. • If this is not possible, this year the candidates can look at two different teams, using TV or video coverage.
<p>Unit 9 Exercise for specific groups</p>	<p>LO4 Be able to plan, deliver and review an exercise session for a specific group</p>	<p>P5/M3: Plan and deliver an exercise session(s) for a selected specific group.</p> <p>P6/M4/D2: Review the planning and delivery of an exercise session for a specific group, describing strengths and areas for improvement</p>	<p>Delivering exercise session(s)</p> <p>Possibly unable to carry out all the sessions.</p>	<ul style="list-style-type: none"> • The target group for P4 should be adolescents so it can be delivered in the class bubble. • The planning for M3 should still be for two different specific groups. • Candidates can complete the second session for M3 in their bubble or with family members, if these aren't in the specific groups they have been planned for. At the start of the session, the instructor should set the scene by informing the participants what specific group they are 'pretending' to be. This way, they can still ask for feedback related to that group, for their review. For example, "if you were elderly do you think the exercises would be too hard or easy?" • P6 should remain the same if the candidates have chosen adolescents. If another group has been selected and delivered through role play, please see above. This is also the same for M3. • D2 can remain the same if the group chosen was adolescents and it was delivered within a class bubble. Where other groups have been used, the candidate should think about what might need to be improved and progressed.

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Unit 10 Outdoor and adventurous activities	<p>LO3: Be able to participate in outdoor and adventurous activities</p> <p>LO4: Be able to review own performance in outdoor and adventurous activities</p>	<p>P4: Demonstrate appropriate skills and techniques in two different outdoor and adventurous activities, with tutor support</p> <p>M3: Demonstrate awareness of health and safety procedures when participating in outdoor and adventurous activities</p> <p>D1: Lead an outdoor and adventurous activity, with tutor support</p> <p>P5: Carry out a review of own performance in outdoor and adventurous activities, identifying strengths and areas for improvement</p> <p>M4: Carry out a review of health and safety procedures for outdoor and adventurous activities</p> <p>D2: Carry out a review of leadership in outdoor and adventurous activities</p>	<p>Taking part in outdoor adventurous activities.</p> <p>Leading an outdoor adventurous activity.</p> <p>Reviewing activities, they haven't taken part in.</p>	<ul style="list-style-type: none"> • Candidates will need to choose a sport they can carry out within NGB guidelines. They must take part in at least one for 2020/2021. • If there are limited options, orienteering could be set up on the school site. • If candidates cannot take part in two activities, they will need to write a report on: <ul style="list-style-type: none"> o the skills and techniques they would need to complete the activity, and o what health and safety they would need to take into account. • For D1, candidates could lead an orienteering or a walking session, depending on the local environment. • If this isn't possible, they would need to report on how they would lead an activity. What skills would they need and what they would need to do on the day? This could be in a form of a session plan, showing relevant risk assessment and resources needed. • If the candidate hasn't been able to take part in the second activity, they must still review the session. • They should explain what they feel their strengths would have been and what they think they would have had to improve. • For M4, they would also need to review the potential health and safety issues they might have come across if they were able to take part. • For D1, candidates would need to review their plan. As a leader, they would need to identify what might have caused issues and what would have gone well.

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Unit 13: Leadership in sport	LO3: Be able to plan a sports activity	P5/D1: Lead a selected sports activity.	Leading activities.	<ul style="list-style-type: none"> • Leadership sessions could be a sports coaching session, a fitness session or a tournament, delivered to a small group in their class bubble. • Government/local authority guidelines should be followed. • Candidates should take on a variety of roles within the sessions. • Please check NGB guidelines for all sports.
Unit 14: Instructing physical activity and exercise	LO3: Be able to plan and lead an exercise session	P6: Deliver a safe and effective exercise session.	Delivering an exercise session.	<ul style="list-style-type: none"> • Candidates' planning should take into account the current restrictions. For example, they can avoid using equipment that needs cleaning (body weight sessions) and complete the session outside if possible, such as an interval running session. • Candidates can deliver the session in their bubble, or with a family member. If they are part of a sports club that is currently active, they can use this, and submit a witness statement. • Follow the required government/local authority guidelines.

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p>Unit18: Sport and exercise massage</p>	<p>LO3: Be able to identify the sport and exercise massage requirements of athletes</p> <p>LO4: Be able to perform and review sport and exercise massage techniques</p>	<p>P4: Carry out pre-treatment consultations on for two different athletes</p> <p>P6 /M3: Demonstrate appropriate sport and exercise massage techniques (M3) on a range of athletes in different sporting contexts</p>	<p>Carrying out consultations.</p> <p>Demonstrating massage techniques.</p>	<ul style="list-style-type: none"> • Note that this is an optional unit. In the current circumstances the best approach may be to choose an alternative unit this year. • The consultation should take place 2 metres apart and in line with government guidelines. Candidates could use role play within their bubble to carry out the consultation. • At points during this year undertaking sports massage techniques is likely to not be possible due to closures. When it is permitted there are safety guidelines that will need to be followed regarding sanitising and the wearing of PPE. • Centres will need to follow government guidance on what is allowed in different 'bubbles' such as a class/year group bubble or a domestic bubble . • Candidates could perform the techniques on someone in their household. They could record it while talking through what they are doing and how it would be appropriate for an athlete. • They could also demonstrate some techniques on themselves, for example, on their leg, or they could mimic the action. They could record this and talk through the technique explaining where it would normally be used on the body and why it would be appropriate for an athlete. • If they cannot record this evidence, they could use photos, where they hold their hands in the position/ shape that would be appropriate for each technique. They should annotate the photos with information on the technique, including where it would be used and the benefits. • For 2020/2021, the candidate can demonstrate/write about two different types of athletes to achieve M3.

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Unit 19 Organising sports events	<p>LO3: Be able to plan and promote a sports event</p> <p>LO4: Be able to deliver a sports event</p>	<p>P3: Plan a sports event, with tutor support</p> <p>M1: Plan a tournament sports event for a specific sport</p> <p>D1: Plan a multidiscipline sports event</p> <p>P5: Deliver a sports event, with tutor support, describing own roles and responsibilities</p>	<p>Planning an event(s) that is COVID safe</p> <p>Delivering a sport event.</p>	<ul style="list-style-type: none"> • Candidates could plan a small event in their class or year bubble, if they have access to facilities. For example, they could plan a singles badminton or table tennis tournament. This could be as simple as a badminton tournament in a class PE lesson (P3/M1). • They could promote this in the same way as before the current restrictions, even if only the class can take part. • For D1, a multi-discipline event can be delivered in the class or bubble. This could be a simple skills circuit, where participants need to complete different skills, such as basketball shooting, football dribbles, tennis taps, etc. • The candidate can then take on a variety of roles: health and safety officer, time-keeper, coach, first aider, etc. • If accessing facilities and equipment is a problem, the nature or focus of the event could be changed. For example, running a fun, skills-based activity session such as target games: throwing balls into washing up bowls or knocking over targets. The focus of the event must be sport-related but does not have to be a traditional-style competition. It could be skills based and involve more fun and participation. It should still involve roles such as officials, to make sure the rules of each station are followed, timekeepers, etc (P3/M1/D1). • If candidates can access other groups such as a netball team (training outside) or a swimming club and felt able to organise a small sports event, this could also meet the criteria. They would need to provide evidence through photographs, a coach witness statement, recordings and participant feedback (ideally a combination). (P3/M1).

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
	LO4: Be able to interpret the results of fitness tests and provide feedback.	<p>P6: Give feedback to a selected individual, following fitness testing, describing the test results and interpreting their levels of fitness against normative data</p> <p>D1: Deliver a complete programme of health screening procedures, health monitoring tests and fitness tests for a selected individual ensuring they are valid, reliable and suitable</p>		<ul style="list-style-type: none"> • Candidates should choose fitness tests that can be carried out safely following government guidance. • They should carry out tests outside if possible. For example, they could use a 12 min Cooper run instead of a multi-stage fitness test. • Make sure equipment is sanitised in line with establishment and government guidelines. • Candidates could write instructions for how to carry out each test, covering protocol and safety points. • This can be done distanced or even remotely using a virtual platform. • Feedback could also be given to the client in writing.
Unit 26: Work experience in sport	LO3: Be able to undertake a work-based experience in sport	<p>P5: Undertake a selected appropriate work-based experience in sport</p> <p>P6: Maintain a record of activities and achievements during a work-based experience</p> <p>P7: Present evidence of activities and achievements during a work-based experience</p> <p>P8: Review a work-based experience in sport, identifying strengths and areas for improvement</p> <p>M4: Evaluate a work-based experience making reference to personal development needs and own career aspirations</p>		<ul style="list-style-type: none"> • Note that this is an optional unit. If access to a suitable work placement is not possible, please choose an alternative optional unit for assessment. • Units which provide similar opportunities to those which some work placements may have include: <ul style="list-style-type: none"> o Unit 9, Exercise for specific groups o Unit 13, Leadership in sport o Unit 19, Organising sports events o Unit 24, Sports development • If a work placement has been partially completed (e.g. was planned to last for several weeks/involve multiple sessions) but the candidate has experienced enough for the criteria can be evidenced, it is acceptable to complete the unit based on what it has been possible to do. • For P8 and M4 the review and evaluation can include reference to possible development had the full placement been possible to complete.

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:

✉ vocational.qualifications@ocr.org.uk

🐦 [@OCR_Vocational](https://twitter.com/OCR_Vocational)

☎ 01223 553998