

# 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.

## Suggested adaptations

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<b>Unit 12</b> Set design for media productions	<b>LO4</b> Be able to safely construct and test a 3D scale model of a planned set design	<p><b>P4</b> Learners safely produce a competent and functional 3D scale model of the planned set design</p> <p><b>M2</b> Learners incorporate at least one functioning prop within their scale model set.</p> <p><b>P5</b> Learners carry out a test shoot using their scale model to ensure that their 3D set design functions as expected</p> <p><b>M3</b> Learners resolve any functional issues with their 3D set design</p> <p><b>D1</b> Learners create at least one built-in technical effect within their scale model set.</p>	<b>LO4</b> may require access to specialist equipment and group work.	<p><b>P4 / P5 / M2 / M3 / D1</b> Candidates do not need to use IT to construct their model, which can be built using suitable resources at home.</p> <p>If candidates are working in groups, in order to follow public health restrictions they could complete this as part of a class bubble, or with members of a family unit. Candidates could produce their set design model individually.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p><b>Unit 14</b> Producing a print-based media product</p>	<p><b>LO3</b> Be able to produce materials for use in an original print media product</p> <p><b>LO4</b> Be able to edit materials to produce a final print media product</p>	<p><b>P4</b> Learners produce competent materials to be used in their planned original print media product</p> <p><b>P5</b> Learners carry out post-production processes</p> <p><b>D1</b> Materials produced are generally of a high technical standard and quality.</p> <p><b>D2</b> Editing is generally of a high technical standard and quality</p>	<p><b>LO3</b> and <b>LO4</b> require access to specialist software and may require working with others (e.g. acting as models).</p>	<p><b>P4 / P5</b> Candidates can use resources they may have at home (such as phones and tablets) and freely available software and apps (such as GIMP) to complete this remotely if necessary.</p> <p>If candidates are working in groups, in order to follow public health restrictions they could complete this as part of a class bubble, or with members of a family unit. Candidates could produce their print media product individually.</p> <p><b>D1 / D2</b> to meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p> <p>Centres could consider producing less material than their candidates may have done in the past. Candidates must still produce sufficient material to allow them to achieve the criteria. We recommend that candidates produce at least 2 pages.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p><b>Unit 15</b> Print-based advertising media</p>	<p><b>LO4</b> Be able to present print-based advertisement ideas to a client for feedback</p> <p><b>LO5</b> Be able to produce an original print-based advertisement to be used within an advertising campaign</p>	<p><b>P4</b> Learners deliver a presentation to a client for feedback</p> <p><b>P5</b> Learners produce a competent and original print-based advertisement to be used as part of the planned campaign</p> <p><b>D1</b> Learners produce an advertisement that is generally of a high technical standard</p>	<p><b>LO4</b> requires a presentation to others.</p> <p><b>LO5</b> may require access to specialist software and involve working with others.</p>	<p><b>P4</b> Candidates can complete the presentation remotely if necessary, using platforms such as Zoom or Microsoft Teams. A recording of the presentation could be presented as evidence of recording feedback.</p> <p><b>P5</b> Candidates can use resources they may have at home (including phones or tablets) and freely available software and apps (such as GIMP) to complete this remotely if necessary.</p> <p>If candidates are working in groups, in order to follow public health restrictions they could complete this as part of a class bubble, or with members of a family unit. Candidates could produce their print media product individually.</p> <p><b>D1</b> To meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p><b>Unit 17</b> Producing an audio-visual media product</p>	<p><b>LO3</b> Be able to produce materials for use in an original audio-visual media product</p> <p><b>LO4</b> Be able to edit materials to produce a final audio-visual media product</p>	<p><b>P4</b> Learners produce competent materials to be used in their planned original audio-visual media product</p> <p><b>P5</b> Learners carry out post-production processes to produce a competent final original audio-visual media product</p> <p><b>D1</b> Materials produced are generally of a high technical standard and quality</p> <p><b>D2</b> Editing is generally of a high technical standard and quality</p>	<p><b>LO3</b> and <b>LO4</b> require access to specialist equipment and software and are likely to involve working with others (group work/performers).</p>	<p><b>P4 / P5</b> Candidates can use freely available software and apps (such as iMovie, DaVinci Resolve) and resources they may have at home (such as phones and tablets) to complete this remotely if necessary.</p> <p>If candidates are working in groups, in order to follow public health restrictions they could complete this as part of a class bubble, or with members of a family unit. Candidates could produce their media product individually.</p> <p>Centres could consider producing less material than their candidates may have done in the past. Candidates must still produce sufficient material to allow them to achieve the criteria. We recommend that candidates produce a product of at least 1 minute in length.</p> <p><b>D1 / D2</b> To meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p><b>Unit 18</b> Audio-visual advertising media</p>	<p><b>LO4</b> Be able to present audio-visual advertisement ideas to a client for feedback</p> <p><b>LO5</b> Be able to produce an original audio-visual advertisement to be used within an advertising campaign</p>	<p><b>P4</b> Learners deliver a presentation to a client for feedback</p> <p><b>P5</b> Learners produce a competent and original audio-visual advertisement to be used as part of the planned campaign</p> <p><b>M4</b> Learners use client feedback to make changes to their planned advertisement</p> <p><b>D1</b> Learners produce an advertisement that is generally of a high technical standard</p>	<p><b>LO4</b> requires a presentation to others.</p> <p><b>LO5</b> requires access to specialist equipment and software and group work/use of others as performers.</p>	<p><b>P4</b> Candidates can complete their presentation remotely if necessary, using platforms such as Zoom or Microsoft Teams t. A recording of the presentation could be presented as evidence of recording feedback.</p> <p><b>P5 / M4</b> Candidates can use freely available software and apps (such as iMovie, DaVinci Resolve) and equipment they may have at home (such as phones or tablets) to complete this remotely if necessary.</p> <p>Centres could consider producing less material than their candidates may have done in the past. Candidates must still produce sufficient material to allow them to achieve the criteria. We recommend that candidates produce an advertisement of at least 30 seconds in length.</p> <p>If candidates are working in groups, in order to follow public health restrictions they could complete this as part of a class bubble, or with members of a family unit. Candidates could produce their media product individually.</p> <p><b>D1</b> To meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p><b>Unit 20</b> Producing an audio media product</p>	<p><b>LO3</b> Be able to produce materials for use in an original audio media product</p> <p><b>LO4</b> Be able to edit materials to produce a final audio media product</p>	<p><b>P4</b> Learners produce competent materials to be used in their planned original audio media product</p> <p><b>P5</b> Learners carry out postproduction processes to produce a competent final original audio media product</p> <p><b>M2</b> Production of materials is proficient.</p> <p><b>M3</b> Editing of the media product created is proficient</p> <p><b>D1</b> Materials produced are generally of a high technical standard and quality.</p> <p><b>D2</b> Editing is generally of a high technical standard and quality</p>	<p><b>LO3</b> and <b>LO4</b> require access to specialist equipment and software any may require learners to work with others.</p>	<p><b>P4 / P5 / M2 / M3</b> Learners may be able to use equipment they have at home (such as phones or other audio recording equipment) and software such as WavePad or Audacity to complete this LO.</p> <p>If candidates are using performers, in order to follow public health restrictions they could complete this as part of a class bubble, or with members of a family unit. Candidates could produce their audio media product without the use of performers.</p> <p>Centres could consider producing less material than their candidates may have done in the past. Candidates must still produce sufficient material to allow them to achieve the criteria. We recommend that candidates produce a product of at least 1 minute in length.</p> <p><b>D1 / D2</b> To meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p><b>Unit 21</b> Audio advertising media</p>	<p><b>LO4</b> Be able to present audio advertisement ideas to a client for feedback</p> <p><b>LO5</b> Be able to produce an original audio advertisement to be used within an advertising campaign</p>	<p><b>P4</b> Learners deliver a presentation to a client for feedback</p> <p><b>P5</b> Learners produce a competent and original audio advertisement to be used as part of the planned campaign</p> <p><b>M4</b> Learners use client feedback to make changes to their planned advertisement</p> <p><b>D1</b> Learners produce an advertisement that is generally of a high technical standard</p>	<p><b>LO4</b> requires a presentation to others.</p> <p><b>LO5</b> requires access to specialist equipment and software and group work/use of others as performers.</p>	<p><b>P4</b> Candidates can complete their presentation remotely if necessary, using platforms such as Zoom or Microsoft Teams. A recording of the presentation could be presented as evidence of recording feedback.</p> <p><b>P5 / M4</b> Candidates may be able to use equipment they have at home (such as phones or other audio recording equipment) and software or apps such as WavePad or Audacity to complete this LO.</p> <p>Centres could consider producing less material than their candidates may have done in the past. Candidates must still produce sufficient material to allow them to achieve the criteria. We recommend that candidates produce an audio advertisement of at least 30 seconds in length.</p> <p>If candidates are working in groups, in order to follow public health restrictions they could complete this as part of a class bubble, or with members of a family unit. Candidates could produce their media product individually.</p> <p><b>D1</b> To meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<b>Unit 22</b> Production roles in media organisations	<b>LO3</b> Be able to carry out a production role for a specific media production	<b>P4</b> For a specified media production, learners carry out a production role within a team competently  <b>M3</b> Learners carry out a production role within a production team proficiently  <b>D2</b> Learners carry out a production role within a production team effectively and successfully	<b>LO3</b> requires learners to work within a team and is likely to require access to specialist equipment.	Assignment briefs could reflect distanced team collaborations (e.g. via Zoom).  Remote presentations could be recorded as evidence of collaboration as part of a production team. A recording of the presentation could be presented as evidence.
<b>Unit 23</b> Planning for media exhibitions or events	<b>LO1</b> Understand professional media exhibitions or events  <b>LO2</b> Be able to contribute to the planning and running of, a media exhibition or event  <b>LO3</b> Be able to gain feedback on the final media exhibition or event	<b>P1</b> Learners analyse a professional media exhibition or event  <b>P2</b> Learners work competently in a specified role as part of a team.  <b>P3</b> Learners contribute to the running of a competent media exhibition or event by undertaking a specified role  <b>P4</b> Learners gain feedback on the final media exhibition or event  <b>M1</b> Learners are willing to take on additional responsibilities for aspects of planning for the exhibition or event.  <b>M2</b> Learners carry out their specified role proficiently.  <b>D1</b> Learners make significant contributions to the overall planning process of the group.  <b>D2</b> Learners carry out their specified role effectively and successfully.	<b>LO1</b> requires learners to analyse an exhibition or event.  <b>LO2</b> requires learners to work within team and to organise an exhibition or event.  <b>LO3</b> requires learners to gain feedback.	<b>P1 / P2</b> Allow candidates to analyse and organise an online event/exhibition.  <b>P3 / M1 / D1</b> Remote presentations using Zoom or Microsoft Teams could be recorded as evidence of collaboration as part of a team. A recording of the presentation could be presented as evidence of participation and organisation  <b>P4</b> Feedback could be gained and recorded via a Zoom meeting or an online survey platform such as SurveyMonkey.



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<p><b>Unit 30</b> UK media publishing</p>	<p><b>LO3</b> Be able to produce materials for an original UK-based print media product</p> <p><b>LO4</b> Be able to deliver an effective pitch or presentation to a publisher</p>	<p><b>P4</b> Learners produce a competent double-page spread, along with a competent front cover/page for the original UK-based printed media product planned for. Images that are relevant to the text are included</p> <p><b>P5</b> Learners deliver a pitch or presentation, covering key aspects of their plan, to a publisher for feedback.</p> <p><b>M2</b> Learners demonstrate proficient print production skills.</p> <p><b>M3</b> Learners are able to deliver an effective pitch or presentation.</p> <p><b>D2</b> Learners demonstrate effective use of conventions that are relevant to the format and style of the planned UK printed media product</p>	<p><b>LO3</b> may require access to specialist software and working with others (e.g. acting as a models).</p> <p><b>LO4</b> requires a presentation to others.</p>	<p><b>P4 / M2</b> Candidates can use resources they may have at home (such as phones and tablets) and freely available software and apps to complete this remotely if necessary.</p> <p><b>P5 / M3</b> Candidates can complete a remote presentation using a platform such as Zoom or Microsoft Teams if necessary. A recording of the presentation could be presented as evidence of recording feedback</p> <p>If candidates are working in groups, in order to follow public health restrictions they could complete this as part of a class bubble, or with members of a family unit. Candidates could produce their media product individually.</p> <p><b>D2</b> To meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p><b>Unit 31</b> Photography for media products</p>	<p><b>LO3</b> Be able to take a range of photographic images for a specific media product safely</p> <p><b>LO4</b> Be able to edit a range of photographic images for a specific media product</p>	<p><b>P3</b> Learners work safely to produce a minimum of ten competent unedited photographic images for a specific media product</p> <p><b>P4</b> Learners select at least five photographic images for a specific media product. They apply editing techniques to produce competent finished images</p> <p><b>M2</b> Camera settings, lighting and other photographic equipment are used appropriately and effectively</p> <p><b>D1</b> Learners use manual camera settings, lighting and other photographic equipment and/or techniques creatively to produce photographic images that are generally of a high technical and aesthetic quality.</p> <p><b>D2</b> Learners consider the aesthetics of the photographic images when making their selection.</p>	<p><b>LO3</b> requires access to specialist equipment and may involve working with others.</p> <p><b>LO4</b> requires access to specialist software.</p>	<p><b>P3 / P4 / M2 / D1 / D2</b> Candidates can use resources they may have at home (such as phones or tablets) and freely available software or apps (such as GIMP) to complete this remotely if necessary.</p> <p>If candidates are working in groups, in order to follow public health restrictions they could complete this as part of a class bubble, or with members of a family unit. Candidates could complete this unit individually.</p> <p><b>M2 / D1</b> Where a candidate does not have access to equipment to reach these levels, they may provide an annotated storyboard of the images to indicate the changes they would make using specific camera settings etc. that they do not have access to. This should be presented to the tutor as part of a Q and A discussion, which could be done remotely, e.g. via Zoom.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p><b>Unit 32</b> Graphic design for media products</p>	<p><b>LO3</b> Be able to present conceptual ideas for related graphic design items to a target audience</p> <p><b>LO5</b> Be able to produce related graphic design items</p>	<p><b>P3</b> Learners present conceptual designs for an original media product to the target audience for feedback and selection</p> <p><b>P5</b> Learners produce three final related competent graphic design items for an original media product</p> <p><b>M3</b> The related graphic design items produced by learners are fit for purpose</p> <p><b>D1</b> Conceptual ideas generated by learners are imaginative and demonstrate a high level of visual appeal</p> <p><b>D2</b> The related graphic design items produced by learners are generally of a high technical standard and quality</p>	<p><b>LO3</b> requires a presentation to an audience.</p> <p><b>LO5</b> may require access to specialist equipment and software and working with others.</p>	<p><b>P3</b> Candidates can complete a remote presentation using a platform such as Zoom or Microsoft Teams. A recording of the presentation could be presented as evidence of recording feedback.</p> <p><b>P5 / M3</b> Candidates may be able to complete this remotely if necessary, using equipment and software they can access from home.</p> <p>Centres could consider producing less material than their candidates may have done in the past. Instead of three items, candidates may produce two items to achieve P5.</p> <p><b>D1 / D2</b> to meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidates should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>
<p><b>Unit 34</b> Web authoring and design</p>	<p><b>LO3</b> Be able to create a new functional multi-page website</p> <p><b>LO4</b> Be able to conduct target audience user testing on their new functional multi-page website</p>	<p><b>P3</b> Learners demonstrate web authoring skills by creating a new competent functional multi-page website</p> <p><b>P4</b> Learners conduct target audience user testing on the website created, to gain feedback</p> <p><b>M2</b> Learners demonstrate proficient design skills.</p> <p><b>D2</b> Learners make appropriate use of optimisation techniques and site management tools. The website produced is generally of a high technical standard</p>	<p><b>LO3</b> and <b>LO4</b> may require access to specialist software.</p>	<p>Candidates could complete this remotely given access to appropriate IT if necessary. Some examples of freely available platforms which can be used are Wix.com and Weebly.</p>

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<p><b>Unit 40</b> UK film studies</p>	<p><b>LO3</b> Be able to produce sample materials for a planned original UK film production</p> <p><b>LO4</b> Be able to deliver an effective pitch or presentation for a new UK film</p>	<p><b>P3</b> Learners produce competent sample pre-production materials for their planned original UK film</p> <p><b>P4</b> Learners deliver a pitch or presentation to a producer, covering key aspects of the plan for a new UK film, for feedback</p> <p><b>M2</b> Learners produce sample production materials for their original UK film</p> <p><b>D2</b> The post-production techniques applied are generally of a high technical standard</p>	<p><b>LO3</b> may require access to specialist equipment and software and could involve working with others.</p> <p><b>LO4</b> requires a presentation to others.</p>	<p><b>P3 / M2 / D2</b> Candidates can use resources they may have at home (such as phones and tablets) and freely available software and apps (such as iMovie, DaVinci Resolve) to complete this remotely if necessary.</p> <p><b>P4</b> Candidates can complete a remote presentation using a platform such as Zoom or Microsoft Teams. A recording of the presentation could be presented as evidence of recording feedback.</p> <p>If candidates are working in groups, in order to follow public health restrictions they could complete this as part of a class bubble, or with members of a family unit. Candidates could produce their media product individually.</p> <p>Centres could consider producing less material than their learners may have done in the past. Candidates must still produce sufficient material to allow them to achieve the criteria. We recommend that candidates plan for a sequence of at least 3 minutes.</p> <p><b>D2</b> to meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

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<p><b>Unit 41</b> Production and post production for film</p>	<p><b>LO2</b> Be able to produce production materials for use in an original short film or sequence of a film</p> <p><b>LO3</b> Be able to edit production materials to produce an original short film or sequence of a film</p> <p><b>LO4</b> Be able to propose certification for the original short film or sequence of a film produced based on feedback gained from a focus group</p>	<p><b>P2</b> Learners produce competent production materials for use in an original short film, or sequence of a film</p> <p><b>P3</b> Learners edit their production materials to produce a final competent original short film, or sequence of a film</p> <p><b>P4</b> Learners host a screening for a focus group to gain feedback</p> <p><b>M1</b> Learners' filming is proficient.</p> <p><b>M2</b> Learners' editing is proficient</p> <p><b>D1</b> The footage for the original short film, or sequence of a film, is generally of a high technical standard and quality</p> <p><b>D2</b> The final edit of the original short film, or sequence of a film, is generally of a high technical standard and quality</p>	<p><b>LO2</b> requires access to specialist equipment and is likely to involve working with others.</p> <p><b>LO3</b> requires access to specialist software.</p> <p><b>LO4</b> requires learners to complete a focus group.</p>	<p><b>P2 / P3 / M1 / M2</b> Candidates can use resources they may have at home (such as phones or tablets) and freely available software or apps (such as iMovie, DaVinci Resolve) to complete this remotely if necessary.</p> <p>Centres could consider producing less material than their candidates may have done in the past. Candidates must still produce sufficient material to allow them to achieve the criteria. We recommend that candidates produce a sequence of at least 3 minutes in length.</p> <p>If candidates are working in groups, in order to follow public health restrictions they could complete this as part of a class bubble, or with members of a family unit. Candidates could produce their media product individually.</p> <p><b>P4</b> Candidates can complete a remote focus group using a platform such as Zoom or Microsoft Teams. A recording of the focus group could be presented as evidence of gaining feedback.</p> <p><b>D1 / D2</b> to meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

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<p><b>Unit 42</b> UK TV broadcasting</p>	<p><b>LO3</b> Be able to produce sample materials for a new UK TV programme</p> <p><b>LO4</b> Be able to deliver an effective pitch or presentation for a new UK TV programme</p>	<p><b>P3</b> Learners produce competent sample pre-production materials for their planned original UK TV programme</p> <p><b>M2</b> Learners produce sample production materials for their new UK TV programme</p> <p><b>D2</b> Learners apply postproduction techniques to the sample production materials. The post-production techniques applied are generally of a high technical standard</p> <p><b>P4</b> Learners deliver a pitch or presentation to a producer, covering key aspects of the plan for a new UK TV programme, for feedback</p>	<p><b>LO3</b> requires access to specialist equipment and software and may involve working with others.</p> <p><b>LO4</b> requires a presentation to others.</p>	<p>Candidates can use freely available software and apps (such as iMovie, DaVinci Resolve)</p> <p>Centres could consider producing less material than their candidates may have done in the past. Candidates must still produce sufficient material to allow them to achieve the criteria. We recommend that candidates plan for a sequence of at least 3 minutes.</p> <p><b>P4</b> candidates can complete a remote presentation using a platform such as Zoom or Microsoft Teams. A recording of the presentation could be presented as evidence of recording feedback.</p> <p>If candidates are working in groups, in order to follow public health restrictions they could complete this as part of a class bubble, or with members of a family unit. Candidates could produce their media product individually.</p> <p><b>D2</b> To meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p><b>Unit 43</b> Production and post production for TV</p>	<p><b>LO2</b> Be able to produce production materials for use in an original 5-minute segment of a TV programme</p> <p><b>LO3</b> Be able to edit production materials to produce an original 5-minute segment of an original TV programme</p>	<p><b>P2</b> Learners produce competent production materials for use in a 5-minute segment of an original TV programme</p> <p><b>P3</b> Learners edit their production materials to produce a final competent 5-minute segment of an original TV programme</p> <p><b>M1</b> Learners' filming/recording is proficient.</p> <p><b>M2</b> Learners' editing is proficient and post-production additions are used effectively</p> <p><b>D1</b> The footage for the 5-minute segment of an original TV programme produced by learners is generally of a high technical standard and quality</p> <p><b>D2</b> The final edit of the 5-minute segment of an original TV programme produced by learners is generally of a high technical standard and quality.</p>	<p><b>LO2</b> requires access to specialist equipment and is likely to involve working with others.</p> <p><b>LO3</b> requires access to specialist software.</p>	<p><b>P2 / P3 / M1 / M2</b> Candidates can use freely available software and apps (such as iMovie, DaVinci Resolve) and resources they may have at home (such as phones or tablets) to complete this remotely if necessary.</p> <p>Centres could consider producing less material than their learners may have done in the past. To achieve the criteria, learners must produce a segment of TV of at least 3 minutes in length.</p> <p>If candidates are working in groups, in order to follow public health restrictions they could complete this as part of a class bubble, or with members of a family unit. Candidates could produce their media product individually.</p> <p><b>D1 / D2</b> to meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p><b>Unit 44</b> Visual effects for TV and film</p>	<p><b>LO3</b> Be able to produce footage, containing planned visual effects, for the 2-3 minute audio-visual sequence</p> <p><b>LO4</b> Be able to edit footage to produce a 2-3 minute audio-visual sequence, containing planned visual effects</p>	<p><b>P3</b> Learners produce sufficient footage, to contain their planned visual effects, for the 2-3 minute sequence</p> <p><b>P4</b> Learners edit the footage produced to create a 2-3 minute sequence</p> <p><b>M2</b> Learners have given some consideration to costume and props</p> <p><b>M3</b> Learners select appropriate footage and apply their planned visual effects with proficient skill.</p> <p><b>D1</b> Learners have produced footage that is generally of a high technical standard and quality</p> <p><b>D2</b> Learners' final edit is generally of a high technical standard and quality</p>	<p><b>LO3</b> requires access to specialist equipment and is likely to involve working with others.</p> <p><b>LO4</b> requires access to specialist software.</p>	<p><b>P3 / P4 / M2 / M3</b> Candidates can use freely available software and apps (such as iMovie, DaVinci Resolve, Blender) and resources they may have at home (such as phones and tablets) to complete this at home.</p> <p>Centres could consider producing less material than their candidates may have done in the past. Instead of a 2-3 minute sequence with at least three different visual effects, candidates may produce a 1-2 minute sequence with at least two different visual effects.</p> <p>If candidates are working in groups, in order to follow public health restrictions they could complete this as part of a class bubble, or with members of a family unit. Candidates could produce their media product individually.</p> <p><b>D1 / D2</b> To meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>



Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p><b>Unit 45</b> Special effects for TV and film</p>	<p><b>LO3</b> Be able to plan and test a chosen special effect, and the footage it will appear in</p> <p><b>LO4</b> Be able to produce and test a planned special effect safely</p> <p><b>LO5</b> Be able to produce and edit footage containing the special effect planned for</p>	<p><b>P4</b> Learners follow safe working practices to a competent level by: a) testing possible materials and techniques to ensure that they are feasible and appropriate for the creation of the special effect b) ensuring that the special effect is safe for use during the production of the sequence</p> <p><b>P5</b> Learners produce a functional special effect to a good technical standard, following safe working practices</p> <p><b>P6</b> Learners produce and edit competent footage, containing use of the special effect planned</p> <p><b>M2</b> Learners produce a special effect that is aesthetically appropriate and fits within the intentions of the sequence it is being used in</p> <p><b>M3</b> The footage produced by learners, containing use of the special effect planned for, is generally of a good technical standard and quality.</p> <p>The final edit of the footage, containing use of the special effect planned for, is generally of a good technical standard and quality</p> <p><b>D2</b> Camera, lighting, mise en scène, sound and editing is used creatively by learners to enhance the impact of the special effect</p>	<p><b>LO3, LO4</b> and <b>LO5</b> require access to specialist equipment and software and may involve working with others.</p>	<p><b>P4 / P5 / P6 / M2 / M3 / D2</b> Candidates can use freely available software and apps (such as iMovie, DaVinci Resolve) and resources they may have at home (such as phones and tablets) to complete this remotely if necessary. Candidates should not produce their chosen special effect at home if there are any health and safety risks.</p> <p>If candidates are working in groups, in order to follow public health restrictions they could complete this as part of a class bubble, or with members of a family unit. Candidates could produce their media product individually.</p> <p>Centres could consider producing less material than their candidates may have done in the past. Candidates must still produce sufficient material to allow them to achieve the criteria. We recommend that candidates produce at least 1 minute of footage.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p><b>Unit 46</b> Audio-visual promos</p>	<p><b>LO3</b> Be able to produce materials for use in an original audio-visual promo</p> <p><b>LO4</b> Be able to edit production materials to produce an original audio-visual promo</p>	<p><b>P3</b> Learners produce competent production materials for an original audio-visual promo</p> <p><b>P4</b> Learners edit their production materials to produce a competent original audio-visual promo</p> <p><b>M2</b> Learners' filming is proficient. Camera, lighting, sound and mise en scène techniques are fit for purpose and used effectively to create meaning within the planned outcome. The footage for the original audio-visual promo produced is generally of a good technical standard and quality</p> <p><b>M3</b> Learners' editing is proficient and post-production additions are used effectively to create meaning within the planned outcome. The final edit of the original audio-visual promo produced is generally of a good technical standard and quality</p> <p><b>D1</b> The footage for the original audio-visual promo produced by learners is generally of a high technical standard and quality.</p> <p><b>D2</b> The final edit of the original audio-visual promo produced by learners is generally of a high technical standard and quality.</p>	<p><b>LO3</b> requires use of specialist equipment and is likely to involve working with others.</p> <p><b>LO4</b> requires use of specialist software.</p>	<p><b>P3 / P4 / D1 / D2 / M2 / M3</b> Candidates can use freely available software and apps (such as iMovie, DaVinci Resolve) and resources they may have at home (such as phones and tablets) to complete this remotely if necessary.</p> <p>Centres could consider producing less material than their candidates may have done in the past. Candidates must still produce sufficient material to allow them to achieve the criteria. We recommend that candidates produce a promo of at least 30 seconds in length.</p> <p>If candidates are working in groups, in order to follow public health restrictions they could complete this as part of a class bubble, or with members of a family unit. Candidates could produce their media product individually.</p> <p><b>D1 / D2</b> to meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<b>Unit 47</b> Acting for the screen	<b>LO2</b> Be able to rehearse for a performance  <b>LO3</b> Be able to perform a screen test  <b>LO4</b> Be able to give a final performance for screen	<b>P2</b> Learners rehearse for a final performance  <b>P3</b> Learners perform a screen test in preparation for their final performance  <b>P4</b> Learners take direction and give a competent and appropriate final performance  <b>M1</b> Learners refine their performance based on the outcome of their screen test  <b>M2</b> Learners give a proficient final performance  <b>D1</b> Learners give a final performance that is of a high standard.	<b>LO2, LO3</b> and <b>LO4</b> may require access to specialist equipment and will require working with others.	Assignment briefs could reflect distanced team collaborations (e.g. via Zoom).  Allow performances to be directed and recorded remotely (e.g. via Zoom) if necessary. This can then be recorded and used as evidence of refining performance.

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p><b>Unit 50</b> Sound for media products</p>	<p><b>LO4</b> Be able to record sound elements for use in a soundtrack</p> <p><b>LO5</b> Be able to edit sound elements to create a soundtrack</p>	<p><b>P5</b> Learners competently record their planned sound elements</p> <p><b>P6</b> Learners follow their planned audio script in the production of their final soundtrack. They use editing skills to produce a competent soundtrack with a running time of 2 to 3 minutes</p> <p><b>M2</b> The sound elements produced by learners are generally of a good technical standard and quality</p> <p><b>M3</b> Editing by learners is proficient. Recorded sound elements, additional techniques and sound effects are used effectively. The soundtrack produced is generally of a good technical standard and quality</p> <p><b>D1</b> The sound elements produced by learners are generally of a high technical standard and quality</p> <p><b>D2</b> The final edit of the soundtrack produced by learners is generally of a high technical standard and quality</p>	<p><b>LO4</b> requires the use of specialist equipment and may involve working with others.</p> <p><b>LO5</b> requires access to specialist software.</p>	<p><b>P5/ P6 / M2 / M3</b> Learners may be able to use equipment they may have at home (such as phones or other audio recording equipment) and software such as WavePad or Audacity to complete this LO.</p> <p>If candidates are working in groups, in order to follow public health restrictions they could complete this as part of a class bubble, or with members of a family unit. Candidates could produce their sound elements individually.</p> <p>Centres could consider producing less material than their candidates may have done in the past. Instead of producing a soundtrack with a running time of 2-3 minutes, candidates may produce a shorter soundtrack of 1-2 minutes. The soundtrack must include at least 3 different types of sound element.</p> <p><b>D1 / D2</b> To meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p><b>Unit 52</b> Music technology, recording and production</p>	<p><b>LO3</b> Be able to create elements for use in a planned music technology product</p> <p><b>LO4</b> Be able to produce a planned music technology product</p>	<p><b>P3</b> Learners create competent elements for their planned music technology product</p> <p><b>P4</b> Learners carry out post-production processes to produce their final competent music technology product</p> <p><b>M2</b> The elements created by learners are generally of a good technical standard and quality</p> <p><b>M3</b> Learners manipulate their created elements and other sounds, using presets and some digital effects</p> <p><b>D1</b> The elements created by learners are generally of a high technical standard and quality</p> <p><b>D2</b> The final music technology product produced is generally of a high technical standard and quality</p>	<p><b>LO3</b> requires access to specialist equipment and will involve working with others.</p> <p><b>LO4</b> requires access to specialist software.</p>	<p><b>P3 / P4 / M2 / M3 / D1 / D2</b> Candidates may be able to use equipment they may have at home (such as phones or other audio recording equipment) and software such as WavePad or Audacity to complete this LO.</p> <p>If candidates are using performers, in order to follow public health restrictions they could complete this as part of a class bubble, or with members of a family unit.</p> <p>Centres could consider producing less material than their candidates may have done in the past. Candidates must still produce sufficient material to allow them to achieve the criteria. We recommend that candidates produce a product of at least 1 minute in length.</p> <p><b>D1 / D2</b> to meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p><b>Unit 53</b> UK radio broadcasting</p>	<p><b>LO3</b> Be able to produce sample materials for a new UK radio programme</p> <p><b>LO4</b> Be able to deliver an effective pitch or presentation for a new UK radio programme</p>	<p><b>P3</b> Learners produce competent sample materials for their planned new UK radio programme</p> <p><b>P4</b> Learners deliver a pitch or presentation to a producer for feedback</p> <p><b>M2</b> Learners produce sample production materials for their new UK radio programme. The production materials are generally of a good technical standard</p> <p><b>M3</b> Learners are able to deliver an effective pitch or presentation. The content of the pitch or presentation is detailed and relevant.</p> <p><b>D2</b> The post-production techniques applied to the production materials are generally of a high technical standard</p>	<p><b>LO3</b> requires access to specialist equipment and software and may involve working with others.</p> <p><b>LO4</b> requires a presentation to others.</p>	<p><b>P3 / M2</b> Candidates may be able to use freely available software and equipment they have at home to complete this LO. Spreaker is a free broadcasting studio app which can be used on phones, tablets and desktops.</p> <p>If candidates are using performers, in order to follow public health restrictions they could complete this as part of a class bubble, or with members of a family unit. Candidates could produce their media product without the use of performers.</p> <p>Centres could consider producing less material than their candidates may have done in the past. Candidates must still produce sufficient material to allow them to achieve the criteria. We recommend that candidates produce materials of at least 1 minute in length. The materials must include a piece to microphone.</p> <p><b>P4 / M3</b> candidates can complete presentations using a platform such as Zoom or Microsoft Teams. A recording of the presentation could be presented as evidence of recording feedback.</p> <p><b>D2</b> to meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p><b>Unit 54</b> Radio drama production</p>	<p><b>LO3</b> Be able to produce a new radio drama</p>	<p><b>P4</b> Learners record and edit a competent 5-minute extract from their planned radio drama</p> <p><b>M2</b> The 5-minute extract produced by learners is generally of a good technical standard and quality. Editing is proficient and the sound elements used are fit for purpose</p> <p><b>D2</b> The 5-minute extract produced by learners is generally of a high technical standard and quality.</p>	<p><b>LO3</b> requires use of specialist equipment and software and may involve working with others.</p>	<p><b>P4 / M2</b> Candidates may be able to use freely available software and equipment they have at home to complete this LO. Spreaker is a free broadcasting studio app which can be used on phones, tablets and desktops.</p> <p>If candidates are using performers, in order to follow public health restrictions they could complete this as part of a class bubble, or with members of a family unit. Candidates could produce their extract without the use of performers.</p> <p>Centres could consider producing less material than their candidates may have done in the past.</p> <p>Instead of recording a 5-minute extract, candidates may record a 3-minute extract.</p> <p><b>D2</b> to meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p><b>Unit 55</b> Talk and music radio production</p>	<p><b>LO3</b> Be able to produce a new talk and music radio programme</p>	<p><b>P4</b> Learners record and edit a competent 5-minute extract from their planned talk and music radio programme</p> <p><b>M2</b> The 5-minute extract produced by learners is generally of a good technical standard and quality. Editing is proficient</p> <p><b>D2</b> The 5-minute extract produced by learners is generally of a high technical standard and quality.</p>	<p><b>LO3</b> requires use of specialist equipment and software and may involve working with others.</p>	<p><b>P4 / M2</b> Candidates may be able to use freely available software and equipment they have at home to complete this LO. Spreaker is a free broadcasting studio app which can be used on phones, tablets and desktops.</p> <p>If candidates are using performers, in order to follow public health restrictions they could complete this as part of a class bubble, or with members of a family unit. Candidates could produce their extract without the use of performers.</p> <p>Centres could consider producing less material than their candidates may have done in the past. Instead of recording a 5-minute extract, candidates may record a 3-minute extract.</p> <p><b>D2</b> to meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>



Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p><b>Unit 62</b> 3D modelled environments for games and animation</p>	<p><b>LO3</b> Be able to construct an animated 3D modelled environment, for use in a game or animation</p>	<p><b>P3</b> Learners use 3D environment modelling tools to construct a competent 3D modelled environment for use in a game or animation</p> <p><b>P4</b> Learners competently animate the final functional 3D modelled environment for use in a game or animation</p> <p><b>M1</b> Learners create their own 3D modelled environment to a good technical standard and quality.</p> <p><b>M2</b> The final animated 3D modelled environment created by learners is generally of a good technical standard and quality.</p> <p><b>D1</b> Learners create their own 3D modelled environment to a high technical standard and quality</p> <p><b>D2</b> The final animated 3D modelled environment created by learners is generally of a high technical standard and quality</p>	<p><b>LO3</b> requires access to specialist software.</p>	<p><b>P3 / P4 / M1 / M2</b> Candidates may be able to use freely available software (such as GameMaker Studio 2 or Unity) and equipment they have at home to complete this unit.</p> <p><b>D1 / D2</b> to meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p><b>Unit 63</b> 3D character modelling for games and animation</p>	<p><b>LO3</b> Be able to construct an animated 3D modelled character for use in a game or animation</p>	<p><b>P3</b> Learners construct a competent 3D character for use in a game or animation</p> <p><b>P4</b> Learners produce a final competent animated 3D character for use in a game or animation</p> <p><b>M2</b> Learners construct props to be used by the character</p> <p><b>D1</b> The 3D character, props, modelling, texturing/ materials and rendering by learners are generally of a high technical standard</p> <p><b>D2</b> Learners animation of the final 3D modelled character is generally of a high technical standard.</p>	<p><b>LO3</b> requires access to specialist software.</p>	<p><b>P3 / P4 / M2</b> Candidates may be able to use freely available software (such as Blender) and equipment they may have at home to complete this unit</p> <p><b>D1 / D2</b> to meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p><b>Unit 65</b> Games production</p>	<p><b>LO3</b> Be able to create elements for use in the first level of a new computer/console game</p> <p><b>LO4</b> Be able to produce a functional first level of a new computer/console game</p>	<p><b>P3</b> Learners create competent elements for use in the first level of their new computer/ console game</p> <p><b>P4</b> Learners follow their plan to produce a competent and functional first level of a new computer/console game that includes props/ assets, using a game development system or basic programming language</p> <p><b>M2</b> The elements created by learners are generally of a good technical standard and quality. They are fit for purpose and used effectively to create meaning within the planned outcome. The soundtrack created includes some sound effects and voice overs</p> <p><b>M3</b> Learners build and implement the first level of their new computer game to a generally good technical standard and quality.</p> <p><b>D1</b> The elements created by learners are generally of a high technical standard and quality</p> <p><b>D2</b> Learners build the first level of their new computer game to a generally high technical standard and quality</p>	<p><b>LO3</b> and <b>LO4</b> require access to specialist software.</p>	<p><b>P3 / P4 / M2 / M3</b> Candidates may be able to use freely available software (such as Unity) and equipment they may have at home to complete this unit.</p> <p><b>D1 / D2</b> to meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p><b>Unit 66</b> Animation production</p>	<p><b>LO2</b> Be able to produce footage for use in the creation of a short 2 to 3 minute animation, or section of an animated production</p> <p><b>LO3</b> Be able to produce a final short 2 to 3 minute animation, or section of an animated production</p>	<p><b>P3</b> Learners produce sufficient frames/ footage for an original short 2 to 3 minute animation, or section of an animated production</p> <p><b>P4</b> Learners edit their frames/ footage to produce a final competent and original short 2 to 3 minute animation, or section of an animated production</p> <p><b>M1</b> The frames/footage created by learners are generally of a good technical standard and quality</p> <p><b>M2</b> Editing is proficient by learners. The final short animation produced is generally of a good technical standard and quality</p> <p><b>D1</b> The frames/footage created by learners are generally of a high technical standard and quality</p> <p><b>D2</b> The final short animation produced is generally of a high technical standard and quality</p>	<p><b>LO2</b> and <b>LO3</b> require access to specialist equipment and software.</p>	<p><b>P3 / P4 / M1 / M2</b> Candidates may be able to use freely available software and equipment they have at home for the type of animation they select to complete this unit.</p> <p>For <b>digital animation</b> freely available editing software (such as iMovie, DaVinci Resolve) and animation software, such as Blender can be used to create animation sequences if they had access at home to appropriate IT. Learners could also create <b>stop motion</b> animation using plasticine or other such materials.</p> <p>Centres could consider producing less material than their candidates may have done in the past.</p> <p>Instead of a 2-3 minute animation, candidates may produce an animation of at least 1 minute in length.</p> <p><b>D1 / D2</b> to meet the distinction criteria work needs to be of a high technical standard which may not always be possible if working from home. In this case the candidate should present their ideas to their tutor as part of a Q and A discussion of how they would improve technical standards. This could be done remotely, e.g. via Zoom.</p>

## Summary of key changes

Section	Title of section	Version and date issued
<b>Unit 45</b> Special effects for TV and film	Adaptations/solutions  Amendment to guidance on completing work at home removing Blender as a suggested resource.	Version 2  December 2020

## 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

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