

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

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

If evidence is generated through a Q&A or verbal assessment, you could use a video recording or witness statement as evidence. The candidate may also submit any notes that they used either 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 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 has been 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 the consent of 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
<p>Unit 4: Leading sport and physical activity sessions</p>	<p>LO2: Be able to plan sport and physical activity sessions</p> <p>LO3: Be able to lead sport and physical activity sessions</p>	<p>P3: Gather appropriate participant information in order to plan a sport or physical activity session</p> <p>P5-P8: Set up, lead, conclude, tidy</p> <p>M2: communication</p> <p>D1: adapt/ progress</p>	<p>Gathering information</p> <p>Delivering the session</p>	<ul style="list-style-type: none"> • If it's difficult for candidates to observe activity, they could : <ul style="list-style-type: none"> o use filmed evidence of a PE lesson or similar. o use other information / data on participants (linked to taught content 4.1). o obtain info through questionnaires or fitness test data o email the participant's teacher or coach with a series of questions to gain info • The candidate should still be able to set up the area and equipment. This could be a stand-alone activity, rather than preparing for a session they are actually going to deliver if that helps. Teachers could give them a plan and they set it up. It could be outdoors or in any sporting environment that can be accessed and enables the criteria to be met. • All criteria could be completed at home, with the candidate setting up a session and recording themselves leading it to family/friends so the teacher can assess this. They could also take photographs and annotate them to show what they did. • Candidates could coach within class or group bubble or similar. Two or more friends or family in a suitable setting for the sport would be accepted, if the evidence can be recorded (so that the teacher can complete their assessment). • Where possible, lead sessions outside. Follow NGB guidelines. • Alternatively, candidates could do P5, P6, P7, P8, M2 and D1 as an online session using a virtual platform or alternative.

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Unit 5: Customer service in sport and physical activity	LO2, 3 and 4	Customer service/ communication	This unit is often carried out on work experience, which is not likely to take place	<ul style="list-style-type: none"> • These assessments could be done as a role play in the centre with either a teacher, or candidates in the same bubble, acting as the customer. • To assess LO4, the candidates could write or give a verbal response to a written letter of complaint or a written scenario.
Unit 7: Practical sport	<p>LO1: Be able to apply techniques and tactics in an individual sport</p> <p>LO2: Be able to apply techniques and tactics in a team sport</p>	<p>P1, M1, D1: Individual sport</p> <p>P2, M2, D1: Team sport</p>	<p>Performance of individual sport</p> <p>Performance of team sport</p>	<ul style="list-style-type: none"> • Ideally the candidate will still be able to perform individual sport and record evidence. Follow NGB guidelines. • 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"> · witness statement from coach (essential) · recorded evidence from the last 18 months. · times/results/league results information/rankings/ screenshots that show evidence of level of performance. • Ideally, some adapted versions of team sports will be possible in class bubbles so candidates can achieve these criteria. However, we recognise that some candidates won't achieve as high a mark if they are not playing their chosen sport, or if centres are having difficulty in accessing sports halls or suitable alternatives.

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	<p>LO3: Be able to officiate in sport or physical activities</p>	<p>P3: Apply knowledge of rules, roles and responsibilities of an official in a conditioned, competitive activity.</p>	<p>Access to a game to officiate</p>	<ul style="list-style-type: none"> • If candidates cannot play team sport due to restrictions or NGB guidelines, we will accept recorded evidence from the previous 18 months. • If candidates cannot compete in the 'usual' way for the team sport, we will accept the following evidence to support performance: <ul style="list-style-type: none"> o witness statement from coach (essential). o recorded evidence of learning completing skills. o times/results/ league results information/ rankings/ screenshots that show evidence of level of performance. • Ideally, this will take place in centres. For example, candidates could officiate badminton or table tennis matches in class bubbles. However, if candidates are isolating or are not able to access facilities, they could do this by filming themselves watching a recording of a game of table tennis without the sound on and verbally officiating it themselves as they watch it.

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<p>Unit 8: Assisting sports coaching</p>	<p>LO2: Be able to select and implement a sports coaching activity plan.</p> <p>LO3: Be able to teach sports skills to participants</p> <p>LO4: Be able to assist in the delivery of an inclusive sports coaching session</p>	<p>P4: Follow the plan to deliver a session</p> <p>M2: Progress or adapt session</p> <p>D1: Deliver complete session with support</p> <p>P5: Demonstrate effective teaching methods when delivering a sports coaching activity</p> <p>P6: Set up</p> <p>P7: Warm up, coaching, cool down and conclusion</p> <p>M3: Communication</p>	<p>Delivery of a coaching session</p>	<ul style="list-style-type: none"> • Candidates should deliver coaching sessions in class bubbles or to members of their household. They must follow government and/or local authority guidelines. Coaching from a social distancing position is allowed. • Please check NGB guidelines for all sports. • If the candidate is coaching from home, there will be no tutor to lead. This means the candidate is not assisting as such, but the assessor can take this into account when grading. If the transition between activities is weak then that is acceptable given the candidate is leading. • If candidates have access to a sports club that is currently active, they could assist a coach there. • If the candidate is assisting coaching externally (not at the centre), the session should be recorded for the teacher to assess if possible. If this is not possible, we would need a detailed witness statement from a coach or parent, along with some annotated photographs about what they were doing. The teacher could do a Q&A or professional discussion with the candidate about the delivery to support this. • If not in school, candidates could potentially coach using a virtual platform. This only works for some sports.

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<p>Unit 9: Fitness induction and testing</p>	<p>LO1: Be able to carry out client consultation</p> <p>LO2: Be able to assess a client's level of fitness</p>	<p>P3: Conduct two health screening tests and a PAR-Q with client</p> <p>P4: Conduct fitness tests for each component of fitness and record results</p>	<p>Carrying out health screening tests</p> <p>Fitness testing</p>	<ul style="list-style-type: none"> • The candidate could carry out a consultation within a class bubble or on a household member. They should follow government guidance on distancing, wearing masks and sanitising hands and equipment. • Candidates should choose the two tests with least contact, such as BMI and heart rate. The client can obtain the data themselves with guidance from the person carrying out the screening. • Alternatively, if carrying out the tests is too difficult due to lack of equipment or access, candidates could provide a step-by-step guide of how to carry out the tests verbally or in writing. The assessor could then give the candidate some data to use to complete the other criteria. Candidates could calculate BMI from the client's height and weight information. • PAR-Q could be completed using a virtual platform or by email. • Candidates could test people within their bubble, or household members at home. • 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. • Sanitise equipment in line with establishment and government guidelines. • Candidates could write instructions for how to carry out each test, covering protocol and safety points.

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	LO3: Be able to communicate the effects of lifestyle factors on health and fitness to a client	P6: Explain to client effects of lifestyle factors	Discussion with client	<ul style="list-style-type: none"> • Discussions can take place with 2m between client and candidate. • Discussions could take place over a virtual platform. • The candidate could write a letter/ report for the client.
Unit 10: Using fitness equipment	<p>LO3: Be able to demonstrate how to use a range of fitness equipment</p> <p>LO4: Be able to maintain and store fitness equipment</p>	<p>P5: Demonstrate a range of CV equipment</p> <p>P6: Demonstrate a range of strength and specialised training equipment</p> <p>P8: Carry out checks on a range of fitness equipment</p> <p>P9: Demonstrate how to safely store fitness equipment</p>	Accessing a range of equipment	<ul style="list-style-type: none"> • We expect that candidates could still carry out these tasks, making sure they follow Covid guidance to make sure equipment is sanitised. However, they may not have access to all the equipment needed to meet the criteria. • A candidate may not be able to access some equipment. For example the only CV equipment may be in a gym which they can't access due to Covid. In this case it would be acceptable to produce a set of instructions to act as a step-by-step guide on how to use it. • If candidates cannot access equipment to check it or demonstrate how to store it, they could produce a written checklist of what they would look for and do. For example, they could describe what to do if a clip on the side of a trampoline was broken, or the steps they would follow to store it. • Alternatively, candidates could explain what they would do verbally. This should be recorded or a witness statement provided. • Assessors could also provide images of the equipment. Candidates could point out information, or annotate these images. For example, they could identify things they would check or how they would store an item.

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				<ul style="list-style-type: none"> Some candidates may have access to a treadmill, free weights or kettlebells at home. If so, they can perform the tasks at home and record themselves as evidence for the assessor to see. Alternatively, they could get a family member to take photographs of them completing the tasks and the candidate could annotate them to show what they were doing.
<p>Unit 11: Assisting in the delivery of exercise and fitness sessions</p>	<p>LO1: Be able to plan and prepare for delivery of appropriate exercise and fitness sessions</p> <p>LO2: Be able to assist in the delivery of exercise and fitness sessions</p>	<p>P1: Gather relevant client information prior to taking part in an exercise and fitness session</p> <p>P3: Prepare self and environment</p>	<p>Carrying out a consultation and gathering information</p> <p>Accessing sporting facilities</p>	<ul style="list-style-type: none"> Candidates could carry out the consultation 2m apart from the client, in line with government guidance. They could conduct it within the class bubble or on a family member and record evidence. The PAR-Q and/ or questionnaire could be done via email or a virtual platform (P1). Candidates should still be able to prepare a sports/activity environment. This could be a stand-alone activity, rather than preparing for a session they are actually going to deliver if that helps. Teachers could give them a plan and they set it up. It could be outdoors or in any sporting environment that can be accessed and enables the criteria to be met. Alternatively this could be done at home and the candidate could record themselves setting up the session or take photographs and annotate what they did.

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		<p>P4: Deliver a warm up, an activity, a cool down and conclusion as part of an exercise and fitness session</p> <p>M2: Use effective communication, demonstration and motivation when delivering activities as part of an exercise and fitness session</p>	Delivering a session	<ul style="list-style-type: none"> • They could deliver the session within a class bubble. Two or more friends or family in a suitable setting would be accepted, if the evidence can be recorded (so that the teacher can complete their assessment). • It may be possible for candidates to achieve P3, P4 and M2 remotely by setting up and delivering an online session via a virtual platform.
<p>Unit 12: Assist in the maintenance and cleaning of an active leisure facility</p>	<p>LO2: Be able to assist with daily maintenance and cleaning duties</p>	<p>P3: Conduct range of facility cleaning duties</p> <p>P4: Equipment cleaning duties</p> <p>P5: Basic equipment maintenance</p>	Cleaning and accessing facilities and equipment	<ul style="list-style-type: none"> • Candidates should still be able to complete these tasks. They should follow government guidelines such as wearing masks and gloves and washing hands. • If access to facilities is an issue or centres don't allow the touching of 'extra surfaces', candidates could perform some of these tasks at home. For example, sweeping a floor, emptying a bin, wiping a surface, cleaning a toilet. The candidate could provide evidence with annotated photographs. • For the tasks they cannot do at home, such as completing an accident book, teachers could mock-up equivalent ones for candidates to complete. Alternatively, candidates could write about how they would do the task, such as what they would write in the book or how they could complete the cleaning rota.

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
	<p>LO3: Be able to assist with setting up, dismantling and storage of equipment in active leisure facilities</p> <p>LO4: Be able to support health and safety in active leisure facilities</p>	<p>P6: Setting up</p> <p>P7: Dismantling</p> <p>P8: Storage</p> <p>P9: Demonstrate routine H & S duties</p> <p>P10: Demonstrate emergency H & S duties</p>	<p>Setting up, dismantling and storage. Centres may have concerns over people touching lots of equipment that has been used by others in school.</p> <p>Demonstrating H&S duties. Centres may be concerned about candidates touching lots of equipment that has been used by others in school.</p>	<ul style="list-style-type: none"> • Hopefully, candidates will be able to complete these tasks while making sure they follow government guidelines, such as wearing gloves or sanitising hands. For example, they could set up badminton posts. • However, if there are issues with access or increasing contact, you may wish to ease the pressure on the facilities or reduce the number of candidates that touch each piece of equipment. In this case, candidates could set up, dismantle and store one piece of equipment from each type of group and write about how they would do the other. • If candidates are part of sports clubs which are currently active they could set up, dismantle and store equipment at the club. They should record or take photographs as evidence. A coach could write a witness statement as evidence too. • Hopefully, candidates can still demonstrate these duties. However if this proves difficult, assessors could: <ul style="list-style-type: none"> o use role play or discussion to help. For example, they could make the sound of a fire bell and ask the candidates to respond, or ask the candidates “what they would do if...” o use a quiz to show understanding of signage. o set up a spillage in the classroom and ask candidates to cordon the area off o give candidates scenarios where they write what their response would be.

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	LO5: Be able to assist with associated duties expected by active leisure facilities	P11: Assist with associated duties	Assisting with duties	<ul style="list-style-type: none"> If these cannot be carried out, some could be done through role play. For example, telephone calls could be made with candidates using their own mobile phone and an assessor in the classroom, pretending to take a booking or reservation. Candidates could also write a guide about what to do/what to consider in different scenarios or circumstances.
Unit 13: Supporting the delivery of sports and physical activity events	LO3: Be able to work with others to plan sports and physical activity events LO4: Be able to support the marketing and promotion of sports and physical activity events LO5: Be able to support the delivery of sports and physical activity events	P3: Support planning M2: Team work skills when planning P4: Support marketing P5: Participate in delivery M4: Different roles in delivery	Running an even. This is often done with primary schools or in a team with L3 candidates.	<ul style="list-style-type: none"> Candidates could plan and produce promotional material for an event planned before Covid, but deliver a back-up small event. 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 within a class PE lesson. If accessing facilities and equipment is a problem, centres could change the nature or focus of the event. For example, candidates could run a fun, skills-based activity session, such as target games: throwing balls into washing up bowls or knocking over targets. The focus of the 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 and timekeepers, to make sure the rules of each station are followed. A classroom or outdoor space could be used and equipment could be based on everyday objects rather than specialist sports equipment. For example, you could use balls, tin cans, eggs and spoons, rope to use as quoits, and so on.

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
	<p>LO6: Be able to conclude and review sports and physical activity events</p>	<p>P6: Support the conclusion</p>		<ul style="list-style-type: none"> • 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 alongside the coach or individually, this could also meet the criteria. They would need to provide evidence through photographs, a coach witness statement, recordings or participant feedback – ideally a combination of these. • Candidates could produce promotional material for an event they would have planned before the current restrictions. This may enable them to explain their selection of materials in more detail. Just because the event will not go ahead would not stop them from meeting this criteria. • Alternatively, they could produce promotional material for the ‘new’ smaller scale event. In this work, candidates could explain their choice of materials in the light of current restrictions. • If the event is just within the class, candidates could still produce promotional materials that they could use if they were to run the event again on a bigger scale. • It will be acceptable for candidates to carry out one support role for P5 and carry out two roles effectively for M4 for the academic year 2020/21

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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