

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.

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
	<p>LO6 Be able to deliver sports and activity sessions</p>	<p>P9- P11 deliver warm up, sports sessions and conclude sessions</p> <p>D2 Deliver a series of session</p>	<p>Delivering sessions</p>	<ul style="list-style-type: none"> • Candidates could coach within a class bubble. Alternatively, the session could be delivered to two or more friends/family in a suitable setting for the sport, if the evidence can be recorded (so that the teacher can complete their assessment). • Candidates should still plan six sessions, but for 2020/21 it will be acceptable to deliver a minimum of any 3. Candidates should provide detailed evidence of one session including evidence of one warm up, one coaching based activity, and one conclusion to a session. • Depending on the sport, candidates may be able to achieve P9-P11 remotely by delivering an online session via a virtual platform.

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	LO7 Review sports and activity sessions	<p>P12 Evaluate the delivery of a sports/ activity ports/activity sessions</p> <p>M5 Suggest changes to future sports/ activity sessions with justifications</p> <p>D2 Deliver a series of sports/activity sessions where the participants progression and needs are continuously evaluated and sessions</p>		<ul style="list-style-type: none"> • If fewer sessions are delivered it can affect the achievement of D2. If this is the case, centres could use a discussion-based approach where candidates talk about aspects such as: <ul style="list-style-type: none"> o How they would evaluate the performance of the 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 a participant is struggling. o How they would respond/adapt the situation, providing examples to support their points. o Another option would be for the teacher to deliver a session plan from one of the candidates, and the candidates evaluate it.
<p>Unit 5 Performance analysis in sports and exercise</p>	LO2 Be able to carry out performance profiling	<p>P3 Undertake a personal performance profiling exercise for a selected sport</p> <p>P4 Undertake a performance profiling exercise for another participant in a selected sport</p>	<p>Performance profiling of:</p> <ul style="list-style-type: none"> • other • team sport • individual within team • Individual 	<ul style="list-style-type: none"> • Candidates could carry out performance profiling within their bubble. If there are problems with accessing facilities, they could consider profiling a sport that they could do outside of school. • Candidates can analyse any athlete from filmed footage. This could be footage from within the centre, such as previous filmed evidence from Unit 18 or A Level PE, or from sources such as YouTube. However, teachers need to make sure that the recorded evidence gives the candidate the opportunity to identify some suitable weaknesses in the athlete's performance. Therefore, viewing footage of elite level athletes might not be suitable.

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				<ul style="list-style-type: none"> • If group sizes outside the class bubble are limited due to the rule of 6, a group could consist of: <ul style="list-style-type: none"> o 3 participants, if there are two coaches/ assessors present or o 4 participants if only one assessor there. • Candidates should plan the session to take the current restrictions into account. For example, they could avoid using equipment, use body resistance instead of weights and complete the session outside if possible. • If candidates are part of a sports club that is currently active, they could deliver group exercise to music session there. • In some cases, the assessor may feel that communication was not effective due to delivery with peers rather than younger participants or because of lower numbers. In this case a discussion could take place as to how the candidate would communicate with a younger or older group. A witness statement could be used as evidence to support this. • When a candidate cannot deliver six group sessions, it is acceptable for them to deliver a minimum of three. They can make adaptations after evaluating the previous sessions, but due to fewer sessions this may be briefer. Assessors can develop this by a verbal Q&A. Alternatively, the candidates can produce written work discussing how they would adapt the session in different situations, such as: <ul style="list-style-type: none"> o session was too easy o session was too hard o participants had not engaged, and so on.

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	<p>LO4 Be able to evaluate a fitness programme</p>	<p>P10 Evaluate the effectiveness of a training programme</p>	<p>Client has to follow 6 week training programme</p>	<ul style="list-style-type: none"> • There would normally be three sessions. If this is a problem, delivery of one session is acceptable for 2020/2021. In this case, D1 would need to be completed as a discussion or Q&A with the candidate explaining what they would do to adapt the sessions, how they would be evaluating as they went along etc. • If it is difficult to follow the programme due to limitations, candidates should monitor the parts they can do as best they can. The rest could be assessed verbally by a Q&A, asking questions such as: <ul style="list-style-type: none"> o how would you monitor them? o What measures would you take? o When you would monitor them? o How would you record it? • They should provide evidence by recording it and/or by providing a witness statement. • The client should follow the programme as much as possible. However: <ul style="list-style-type: none"> o If they cannot follow the six week training programme the assessor could give candidate data based on the initial fitness tests. Fitness gains are not likely to be made by reducing length of the programme. Candidates should use this data as part of their evaluation. o The client can give feedback on any parts of the programme they were able to follow.

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Unit 8 Organisation of sports events	LO3 Be able to plan and promote a sports event	P3 Plan an event P4/M3/D1 Promote an event/ impact of material/ justify methods	Running an event	<ul style="list-style-type: none"> • Candidates could plan and produce promotional material for an event planned before the current restrictions, but deliver a back-up plan event, as described below (P3 and P4). • Candidates could plan a small event within their class or year bubble, if they have access to facilities. For example, they could plan a singles badminton tournament or table tennis tournament. This could be as simple as a badminton tournament within a class PE lesson (P3). • 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 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 and timekeepers, to make sure the rules of each station are followed. (P3). • 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 or participant feedback –ideally a combination of these (P3).

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				<ul style="list-style-type: none"> • Candidates could produce promotional material for an event they would have planned pre-Covid. This may enable them to explain the impact, evaluate the material and justify their choices. Just because the event will not go ahead would not stop them from meeting this criteria (P4, M3, D1). • Alternatively, they could produce promotional material for the 'new' smaller scale event. In the work produced for M3 and D1, candidates could explain how they would do it differently if it was a bigger event, with more people. This could help them to explain the impact and could also aid their evaluation and justification (P4, M3, D1). • 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 (P4, M3, D1).

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	<p>LO4 Be able to participate in the delivery of a sports event</p>	<p>P5 Participate in delivery</p> <p>M4 three roles in an event</p>	<p>Running an event</p>	<ul style="list-style-type: none"> • Candidates could deliver a small-scale event in a class bubble, a year group bubble or in a sports club that is currently active, as suggested above (P5). • If candidates cannot access a sports hall, or if equipment is a problem, see the point above about changing the focus to be more skills based. Candidates could use a classroom or outdoor space and equipment found 'around home, such as balls, tin cans, eggs and spoons, and rope to use as quoits (P5). • Candidates should still be able to carry out two roles, such as organiser and coach or organiser and official (P5). • If possible, candidates should carry out three roles to achieve M4. If this is not possible due to the number of candidates and event size then they could: <ul style="list-style-type: none"> o write about a third role and what they would do in this role if the event was bigger, or o discuss with a teacher how they would carry out a third role for the event. <p>This should cover things like:</p> <ul style="list-style-type: none"> o what the role is o what it would actually involve, specifically in relation to their event o what things they would be thinking about before, during and after the event. <p>All these points are in relation to the third role (M4).</p>

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	LO5 Be able to review the planning and delivery of a sports event	P6 Review P7 Evaluate M5 Improvement plan	Reviewing an event which ended up being quite small	<ul style="list-style-type: none"> • Candidates should be able to be achieve these criteria as there needs to be some kind of event delivered. The event might be small so the review of the planning and delivery might be briefer as there may be less to discuss. However, as part of their review, candidates could reflect on the impact of restrictions and public health guidelines on their event. • For P7, candidates need to evaluate their effectiveness in their roles. If this is brief due to small events and limited responsibilities in their roles, candidates could evaluate how effective other people have been, and what they would do differently if they had been in that role. This could be written or verbal (and recorded or supported with a detailed witness statement). <p>The improvement plan should still be a personal development plan but it could focus on what they would like to do to develop it when restrictions are eased.</p>
Unit 10 Biomechanics and movement analysis	LO3 Be able to analyse movement in sport and PA	P6 Analyse a specific sporting movement using appropriate method(s)	Analysis of sporting movement and following a plan for improvement	<ul style="list-style-type: none"> • Candidates should be encouraged to analyse the performance/ sporting movement of someone in their class bubble or someone at home. However, if this is not possible, candidates can analyse any athlete from filmed footage. This could be from footage within the centre (such as previous filmed evidence from Unit 18 or A Level PE), or from sources such as YouTube. Assessors need to make sure that the recorded evidence gives the candidate the opportunity to identify some suitable weaknesses in the athlete's performance. Therefore viewing footage of elite level performers might not be suitable.

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	<p>LO4 Use movement analysis to improve performance in sport and Physical Activity</p>	<p>P7 Plan for improvement in a specific sporting movement based on movement analysis</p> <p>M5 Evaluate the effectiveness of the plan for improvement in a specific sporting movement</p>		<ul style="list-style-type: none"> • Candidates can produce the plan as normal and, if possible, it can be followed. If restrictions (facilities/nature of the sport, etc.) prevent this, candidates could complete a discussion/ Q&A with their teacher. They should look at questions such as: <ul style="list-style-type: none"> o How would they measure how effective their plan was? o What would they say needed to happen to consider their plan effective? o What would they do if they thought the plan was not working? o Why might their plan not work? • Evidence could be generated by recording this, using a witness statement with examples of candidate answers or written notes/work from candidate.
<p>Unit 13 Health and fitness testing for sport and exercise</p>	<p>LO1 Be able to use a range of fitness tests</p>	<p>P1 Deliver a suitable fitness test for each component of fitness</p>	<p>Deliver fitness testing</p>	<ul style="list-style-type: none"> • Candidates could deliver tests within a bubble. Alternatively, a lot of the tests could be carried out at home. • Candidates could 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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	<p>LO2 Be able to complete a client health and fitness consultation</p> <p>LO4 Deliver fitness testing session</p> <p>LO5 Interpret results</p>	<p>P2 Devise and use a health screening questionnaire</p> <p>P3 Conduct health and fitness consultation</p> <p>P5 Deliver fitness testing session</p> <p>P8 provide feedback</p>	<p>Carrying out a health and fitness consultation</p> <p>Delivery of fitness session</p> <p>Feedback to client</p>	<ul style="list-style-type: none"> • The consultation should take place 2 metres apart, in line with government guidance. • It could take place within a class bubble or on a family member. Evidence must be recorded. • Health screening tests can be carried out without being too close other than skin fold callipers. The candidate could explain to the assessor how to do this. • Candidates should choose fitness tests that can be carried out safely following government guidance. • Centres could give candidates some data to interpret for P5 for any tests they are unable to carry out. • They could carry out the testing session outside and with someone in their class bubble. • This can be done distanced or even remotely using a virtual platform. • Feedback could also be given to the client in writing.
<p>Unit 14 Working in active leisure facilities</p>	<p>LO3 Complete daily cleaning and tidying operations</p>	<p>P7 Demonstrate cleaning and tidying operations in an active leisure environment</p>	<p>Cleaning, setting up, putting away and storing equipment</p>	<ul style="list-style-type: none"> • Candidates should still be able to carry out these tasks, following public health guidance to make sure equipment is sanitised. However, at times, it may not be possible to use the 'same' environments that the guidance talks about (e.g. for P7 to be the same environments at P6). If this is the case, then different environments would be accepted, as long as they are from those listed in the specification (P7).

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
	<p>LO4 Be able to set up and take down equipment</p> <p>LO5 Be able to maintain and store equipment</p>	<p>P9 Set up and take down different types of active leisure equipment</p> <p>P10 Carry out routine maintenance</p> <p>P11 Safely store different types of active leisure equipment.</p>		<ul style="list-style-type: none"> • If there is an issue accessing some types of equipment, it would be acceptable for candidates to produce a set of instructions to act as a step-by-step guide on how to set up and take down (P9 and P10). For example, this would apply if the only powered equipment is in a gym that you are not allowed access to. • If candidates cannot access to the necessary types of equipment to carry out routine maintenance, they could produce a written checklist of what they would look for and do. For example, what they would do if a clip on the side of a trampoline was broken. • Alternatively, candidates could explain what they would do verbally. This should be recorded or a witness statement provided (P10). • Assessors could also provide images of the equipment. Candidates could describe how they would set it up or how they would store it.
<p>Unit 17 Sports injuries and rehabilitation</p>	<p>LO2 Be able to minimise the risk of sports injuries</p>	<p>P4 Take steps to minimise the risk of sports injuries occurring during a sports activity</p>	<p>Running a sports session</p>	<ul style="list-style-type: none"> • If candidates cannot deliver a sports activity/ access a sports facility, then they could talk through what they would do to minimise the risk. A witness statement or recording should be provided as evidence. • Alternatively, they could write a list of things to check in the order they would carry them out when delivering a session. • Assessors could give pictures of sports sessions and the candidates could 'virtually' discuss how they would minimise the risk in this session.

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	LO3 Be able to respond to acute sports injuries when they occur.	P5 Respond appropriately to acute sports injuries.	Responding to an injury	<ul style="list-style-type: none"> • Candidates could role play as much of this as possible within the class bubble as some injuries do not need contact at all. • Role play could take place on family members. It could be independently filmed for the assessor to view. • If, for some injuries, touch is needed, the candidate could stop the role play at this point and then verbally discuss what they would go on to do. • Alternatively, if responding in a role play situation is not an option, candidates could verbally explain how they would respond to each acute injury from a given scenario or image. A witness statement, recording and/or candidate notes should be provided as evidence. • The candidate could also write a set of instructions about how to respond to each acute injury as guidance for someone else to follow.
Unit 18 Practical skills in sports and activities	LO1 Be able to apply skills, techniques and tactics in an individual sport	All criteria in this LO	Performing individual sport	<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 the candidate cannot access sport facilities, then we will accept the following evidence to support performance: <ul style="list-style-type: none"> o witness statement from coach (essential). o recorded evidence from the last 18 months. o times/results/league results information/ rankings/screen shots that show evidence of level of performance.

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	<p>LO2 Be able to apply skills, techniques and tactics in a team sport</p> <p>LO3 Be able to apply skills and knowledge in outdoor and adventurous activities</p>	<p>All criteria in this LO</p> <p>P7 Demonstrate effective use of skills and knowledge to safely participate in an outdoor or adventurous activity</p>	<p>Performing team sport</p> <p>Access to outdoor or adventurous activity (OAA) facilities</p>	<ul style="list-style-type: none"> • If candidates cannot play team sports 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 • If candidates cannot access a range of OAA, they could complete orienteering in school groups and local area. • If candidates are isolating or not in school, they should produce a written document detailing how they would perform an OAA. This should cover: <ul style="list-style-type: none"> o a step-by-step guide on how to carry out a range (3+) of the main skills, such as how to belay in rock climbing. o safety knowledge o the equipment/clothing they would need o any other key info specific to the OAA, such as code of conduct, communication etc. • If a candidate has OAA evidence recorded within the last 18 months this would also be accepted.

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	LO4 Be able to officiate in sport and physical activity	<p>P9 Officiate a competitive game or performance situation effectively, applying the rules and regulations accurately</p> <p>M3 Communicate clearly and effectively whilst officiating</p> <p>M4 Demonstrate consistency and confidence in decision-making</p> <p>D3 Justify decisions made as an official</p>	Access to game to officiate	<ul style="list-style-type: none"> Ideally, this could take place in centres. For example, candidates could officiate badminton or table tennis matches within 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.

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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