

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

Our Art and Design specifications have been designed to offer flexibility for delivery. A broad perspective allows centres to tailor assignments and tasks to match their strengths in terms of expertise, facilities and equipment. This approach makes delivery of the qualification under Covid restrictions possible within the current specifications and guidance. Some issues will apply to some units as detailed below but adaptations should fall within the standard assessment criteria.

Many of the units follow the same structure, guiding candidates through the design process by researching and analysing the work of others, exploring and developing their own ideas in order to finally produce individual outcomes. To deliver the course under current Covid restrictions would mean applying the same methods to a range of units.

When planning for delivery the same considerations that apply to Level 2 are relevant for many of the Level 3 units. Integrating units is a time effective way of reducing workload. As long as the assessment criteria for each individual unit is met, the same evidence can be used across units. This means an individual final outcome for each unit is not necessary. Many of the units can be integrated at both levels e.g. Unit 10 and Unit 1, or Unit 10 and Unit 61. Integrating more than two units would not be expected as sufficiency of work might become an issue.

Suggested adaptations

Qualification (Level, Year)	Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Level 2 (2012) Level 3 (2012)	Range to include: Level 2 Units 1, 14, 16, 50 and 60 Level 3 Units 1, 23, 24, 25, 65, 66 The majority of units at both levels require fundamental research of established artists, designers or professional practices.	LO1	Research	Primary source material visits to museums, galleries artists studios, commercial businesses, etc.	Secondary sources would be acceptable and are within current unit specifications. Although preferable, primary source material is not a mandatory requirement. Reliance on the internet or other secondary sources would constitute an acceptable alternative under current circumstances.
Level 2 (2012) Level 3 (2012)	Range to include: Units 1, 10, 11, 40, 50, 60 Many units at both levels require exploration of media, materials and techniques.	LO2 LO3	Experiment with a range/wide range of media, materials and techniques.	This aspect is perhaps the most problematic for delivery as it necessitates demonstrating new techniques using specialist equipment and candidates to develop skills through hands on experience.	Demonstrate new techniques to small groups in their “bubbles” whilst observing social distancing. Video demonstrations might be possible for some techniques e.g. YouTube for clay modelling. Limit the range of media, materials and techniques offered to a maximum of 4 when a wide range is stipulated. Encourage selection of media that candidates are likely to have in their possession, for example pencil, biro, pencil crayon for Unit 10 and others. Use of one media in different ways to produce different effects could constitute a range, for example the application of watercolour paint. Materials and equipment for sessions could be prepared in advance to accommodate sanitising. For this, technician support would be important especially when specialist equipment is required to be sanitised.

Qualification (Level, Year)	Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Level 2 (2012) Level 3 (2012)	The majority of units require a practical outcome at both levels.	LO4 LO5	Produce an outcome.	Access and use of materials, media and techniques.	<p>Units that require a 2D response (e.g. Units 10, 60, 61 and more) could be interpreted using basic media and materials, for example pencils, crayons, paint, etc., without compromising the specification requirements. If necessary, centres could supply candidates with dedicated materials and equipment, specific to their own work, which could be retained by them for the period of production, for example paint, fabric, a quantity of clay, etc., to avoid sharing and contamination issues.</p> <p>A final creative work can be facilitated through demonstrating practical skill levels by;</p> <ul style="list-style-type: none"> maquette (small scaled) outcomes or models step-by-step set of instructions with supportive visual images.
Level 2 (2012) Level 3 (2012)	Range of units at both levels.	LO3 LO4	Present ideas and artwork to a client.	<p>Group meetings.</p> <p>Group work.</p> <p>Visits to venues, commercial contexts etc.</p>	<p>Presentation of ideas and artwork could be achieved using digital platforms e.g. e-mail PowerPoint and phone call, Zoom, recording of virtual meeting etc.</p> <p>A face to face meeting with the centre assuming the role of the client and keeping appropriate social distancing in place could also be possible. The centre could make use of witness testimony or audio/video recording to authenticate the presentation.</p>

Qualification (Level, Year)	Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Level 2 (2012)	Mandatory Unit 1	All LOs		No significant issues.	<p>Candidates can respond to this unit using secondary sources and 2D media. The unit could be integrated with a range of other units if necessary.</p> <p>Limit the number of art and design techniques used to develop a final idea for the creative piece of work.</p> <p>A final creative work can be facilitated through demonstrating practical skill levels by;</p> <ul style="list-style-type: none"> maquette (small scaled) outcomes or samples of techniques step-by-step set of instructions with supportive visual images

Qualification (Level, Year)	Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Level 2 (2012)	Unit 10, 11	All LOs		No significant issues.	<p>These units could be integrated with any other units that require a range of media, materials and techniques to be explored to develop ideas and produce outcomes e.g. Units 1, 12, 16 and more.</p> <p>The need for coverage of a wide range of 2D/3D media, materials and techniques would ultimately be evidenced when a range of units have been completed. As long as this evidence is clearly signposted on the URS it would meet assessment criteria.</p> <p>A final creative work can be facilitated through demonstrating practical skill levels by;</p> <ul style="list-style-type: none"> • maquette (small scaled) outcomes • models • samples of techniques <p>and with a step-by-step set of instructions with supportive visual images.</p>

Qualification (Level, Year)	Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Level 2 (2012)	Unit 12, 13 Unit 40	LO1 LO3	Respond to a client centred brief. Produce an outcome.	No significant issues.	<p>Design brief can be generated by the centre assuming the role of the client, avoiding candidates arranging meetings off site.</p> <p>Maquettes or models could replace actual size realisations.</p> <p>A final outcome of work can be facilitated through demonstrating practical skill levels by;</p> <ul style="list-style-type: none"> maquette (small scaled) outcomes or models samples of techniques CAD Models <p>and with a step-by-step set of instructions with supportive visual images.</p> <p>N.B. Free CAD software like Google sketch-up, Blender can be used for 3D CAD modelling.</p>
Level 2 (2012)	Unit 14, 15, 16	LO1 LO2	Organising an exhibition.	Not possible if candidates have restricted access to appropriate locations. Group work is difficult to manage.	<p>A virtual experience might be a possibility, completing a remote exhibition. Teams, Zoom, etc.</p> <p>A final outcome of work can be facilitated through demonstrating practical skill levels by;</p> <ul style="list-style-type: none"> maquette (small scaled) outcomes or models samples of techniques <p>and with a step-by-step set of instructions with supportive visual images.</p>

Qualification (Level, Year)	Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Level 2 (2012)	Unit 20	LO2 LO3	Use a camera to take shots that demonstrate a range of skills.	Access to locations equipment.	<p>Apply a rotational system for access to the dark room or digital editing suite.</p> <p>Ensure candidates can work independently in darkroom facilities.</p> <p>Photographs could be based on elements within a centre / school / classroom setting;</p> <ul style="list-style-type: none"> • Still life arrangements set up • Centre surroundings / environment • Objects brought in but sanitized <p>A final outcome of work can be facilitated through demonstrating practical skill levels by;</p> <ul style="list-style-type: none"> • maquette (small scaled) outcomes or models • samples of techniques • Digitally edited photographs <p>and with a step-by-step set of instructions with supportive visual images.</p> <p>N.B. Free editing software like GIMP, PixLr, PhotoPea, Adobe suite - Photoshop, Illustrator, Lightroom.</p>

Qualification (Level, Year)	Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Level 2 (2012)	Unit 30	LO3 LO4	Respond to a client centred brief. Produce an outcome.	<p>Primary source material visits to museums, galleries, artists studios, commercial businesses, etc.</p> <p>Access and use of materials, media, techniques and digital equipment.</p> <p>This aspect is perhaps the most problematic for delivery as it necessitates demonstrating new techniques using specialist equipment and candidates to develop skills through hands on experience.</p>	<p>Secondary sources would be acceptable and are within current unit specifications. Although preferable, primary source material is not a mandatory requirement. Reliance on the internet or other secondary sources would constitute an acceptable alternative under current circumstances.</p> <p>Presentation of ideas and artwork could be achieved using digital platforms e.g. e-mail PowerPoint and phone call, Zoom, recording of virtual meeting etc.</p> <p>A maximum of 4 techniques when a wide range is stipulated.</p> <p>A final outcome of work can be facilitated through demonstrating practical skill levels by;</p> <ul style="list-style-type: none"> maquette (small scaled) outcomes or models samples of techniques Digitally edited graphics storyboards <p>and with a step-by-step set of instructions with supportive visual images.</p> <p>N.B. CAD software like Inkscape, GIMP, Sumo-Paint, Pencil2D, Krita, Creatoon, Bryce, Premiere Pro, After effects, Animate.</p>

Qualification (Level, Year)	Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Level 2 (2012)	Unit 40	LO3 LO4	Produce an outcome. Present the final outcome in situations; Organising an exhibition.	Primary source material visits to museums, galleries, artists studios, commercial businesses, etc. Access and use of materials, media, techniques and digital equipment. This aspect is perhaps the most problematic for delivery as it necessitates demonstrating new techniques using specialist equipment and candidates to develop skills through hands on experience.	Design brief can be generated by the centre assuming the role of the client providing all the relevant information, avoiding candidates arranging meetings off site. A maximum of 4 techniques when a wide range is stipulated. Maquettes or models could replace actual size realisations. A final outcome of work can be facilitated through demonstrating practical skill levels by; <ul style="list-style-type: none"> maquette (small scaled) outcomes or models samples of techniques CAD Models and with a step-by-step set of instructions with supportive visual images. N.B. Free CAD software like Google sketch-up, Blender.
Level 2 (2012)	Unit 50	LO3	Develop a final fashion design.	Equipment.	There is no requirement to use a sewing machine or produce a completed garment. Only the design is required. A final outcome of work can be facilitated through demonstrating practical skill levels by; <ul style="list-style-type: none"> maquette (small scaled) outcomes or models samples of techniques and with a step-by-step set of instructions with supportive visual images.

Qualification (Level, Year)	Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Level 2 (2012)	Unit 60	LO3 LO4	Research Produce an outcome Present and outcome	<p>Primary source material visits to museums, galleries, artists studios, commercial businesses, etc.</p> <p>Access and use of materials, media, techniques and digital equipment.</p> <p>Group meetings.</p> <p>exhibition venues, commercial contexts etc.</p> <p>This aspect is perhaps the most problematic for delivery as it necessitates demonstrating new techniques using specialist equipment and candidates to develop skills through hands on experience.</p>	<p>Design brief can be generated by the centre assuming the role of the client providing all the relevant information, avoiding candidates arranging meetings off site.</p> <p>A maximum of 4 techniques when a wide range is stipulated.</p> <p>Maquettes or models could replace actual size realisations.</p> <p>Where appropriate final outcomes can be facilitated through demonstrating practical skill levels by;</p> <ul style="list-style-type: none"> maquette (small scaled) outcomes models samples of techniques <p>and with a step-by-step set of instructions with supportive visual images.</p>
Level 3 (2012)	<p>Range to include:</p> <p>Level 2 Units 1, 14, 16, 50 and 60</p> <p>Level 3 Units 1, 23, 24, 25, 65, 66</p> <p>The majority of units at both levels require fundamental research of established artists, designers or professional practices.</p>	LO1	Research	<p>Primary source material visits to museums, galleries, artists studios, commercial businesses, etc.</p>	<p>Secondary sources would be acceptable and are within current unit specifications. Although preferable, primary source material is not a mandatory requirement. Reliance on the internet or other secondary sources would constitute an acceptable alternative under current circumstances.</p>

Qualification (Level, Year)	Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Level 3 (2012)	<p>Range to include:</p> <p>Units 1, 10, 11, 40, 50, 60</p> <p>Many units at both levels require exploration of media, materials and techniques.</p>	<p>LO2</p> <p>LO3</p>	Experiment with a range/wide range of media, materials and techniques.	This aspect is perhaps the most problematic for delivery as it necessitates demonstrating new techniques using specialist equipment and candidates to develop skills through hands on experience.	<p>Demonstrate new techniques to small groups in their “bubbles” whilst observing social distancing.</p> <p>Video demonstrations might be possible for some techniques e.g. YouTube for clay modelling.</p> <p>Limit the range of media, materials and techniques offered to a maximum of 4 when a wide range is stipulated.</p> <p>Encourage selection of media that candidates are likely to have in their possession, for example pencil, biro, pencil crayon for Unit 10 and others.</p> <p>Use of one media in different ways to produce different effects could constitute a range, for example the application of watercolour paint.</p> <p>Materials and equipment for sessions could be prepared in advance to accommodate sanitising. For this, technician support would be important especially when specialist equipment is required to be sanitised.</p>

Qualification (Level, Year)	Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Level 3 (2012)	The majority of units require a practical outcome at both levels.	LO4 LO5	Produce an outcome.	Access and use of materials, media and techniques.	<p>Units that require a 2D response (e.g. Units 10, 60, 61 and more) could be interpreted using basic media and materials, for example pencils, crayons, paint, etc., without compromising the specification requirements. If necessary, centres could supply candidates with dedicated materials and equipment, specific to their own work, which could be retained by them for the period of production, for example paint, fabric, a quantity of clay, etc., to avoid sharing and contamination issues.</p> <p>A final creative work can be facilitated through demonstrating practical skill levels by;</p> <ul style="list-style-type: none"> • maquette (small scaled) outcomes • models <p>and with a step-by-step set of instructions with supportive visual images.</p>
Level 3 (2012)	Range of units at both levels.	LO3 LO4	Present ideas and artwork to a client.	<p>Group meetings.</p> <p>Group work.</p> <p>Visits to venues, commercial contexts etc.</p>	<p>Presentation of ideas and artwork could be achieved using digital platforms e.g. e-mail PowerPoint and phone call, Zoom, recording of virtual meeting etc.</p> <p>A face to face meeting with the centre assuming the role of the client and keeping appropriate social distancing in place could also be possible. The centre could make use of witness testimony or audio/video recording to authenticate the presentation.</p>

Qualification (Level, Year)	Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Level 3 (2012)	Mandatory Unit 1	All LOs		No significant issues.	<p>Candidates can respond to this unit using secondary sources and 2D media. The unit could be integrated with a range of other units if necessary.</p> <p>Limit the number of art and design techniques used to develop a final idea for the creative piece of work.</p> <p>A final creative work can be facilitated through demonstrating practical skill levels by;</p> <ul style="list-style-type: none"> maquette (small scaled) outcomes sample swatches of techniques.
Level 3 (2012)	Unit 10, 11	All LOs		No significant issues.	<p>These units could be integrated with any other units that require a range of media, materials and techniques to be explored to develop ideas and produce outcomes e.g. Units 1, 12, 16 and more.</p> <p>The need for coverage of a wide range of 2D/3D media, materials and techniques would ultimately be evidenced when a range of units have been completed. As long as this evidence is clearly signposted on the URS it would meet assessment criteria.</p> <p>A final creative work can be facilitated through demonstrating practical skill levels by;</p> <ul style="list-style-type: none"> maquette (small scaled) outcomes models samples of techniques <p>and with a step-by-step set of instructions with supportive visual images.</p>

Qualification (Level, Year)	Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Level 3 (2012)	Unit 12, 13 Unit 40	LO1 LO3	Respond to a client centred brief. Produce an outcome.	No significant issues.	<p>Design brief can be generated by the centre assuming the role of the client, avoiding candidates arranging meetings off site.</p> <p>Maquettes or models could replace actual size realisations.</p> <p>A final outcome of work can be facilitated through demonstrating practical skill levels by;</p> <ul style="list-style-type: none"> maquette (small scaled) outcomes or models samples of techniques CAD Models <p>and with a step-by-step set of instructions with supportive visual images.</p> <p>N.B. Free CAD software like Google sketch-up, Blender can be used for 3D CAD modelling.</p>
Level 3 (2012)	Unit 14/16	LO1 LO2	Organising an exhibition.	Not possible if candidates have restricted access to appropriate locations. Group work is difficult to manage.	<p>A virtual experience might be a possibility, completing a remote exhibition.</p> <p>A final outcome of work can be facilitated through demonstrating practical skill levels by;</p> <ul style="list-style-type: none"> maquette (small scaled) outcomes or models samples of techniques <p>and with a step-by-step set of instructions with supportive visual images.</p>

Qualification (Level, Year)	Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Level 3 (2012)	Unit 15	All	Respond to a client centred brief. Produce an outcome.	<p>Access to Primary source material visits, venues / locations, commercial contexts etc.</p> <p>Access and use of materials, media and techniques.</p> <p>This aspect is perhaps the most problematic for delivery as it necessitates demonstrating new techniques using specialist equipment and candidates to develop skills through hands on experience.</p>	<p>Design brief can be generated by the centre assuming the role of the client and provide the location details avoiding candidates arranging meetings off site.</p> <p>Maquettes or models could replace actual size realisations.</p> <p>A final outcome of work can be facilitated through demonstrating practical skill levels by;</p> <ul style="list-style-type: none"> • maquette (small scaled) outcomes • models (card) • samples of techniques • CAD Models <p>and with a step-by-step set of instructions with supportive visual images.</p> <p>N.B. Free CAD software like Google sketch-up, Blender.</p>

Qualification (Level, Year)	Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Level 3 (2012)	Unit 20	LO2 LO3	Use a camera to take shots that demonstrate a range of skills.	Access to locations equipment.	<p>Photographs could be based on elements within a centre / school / classroom setting;</p> <ul style="list-style-type: none"> • Still life arrangements set up • Centre surroundings / environment • Objects brought in but sanitized <p>A final outcome of work can be facilitated through demonstrating practical skill levels by;</p> <ul style="list-style-type: none"> • maquette (small scaled) outcomes or models • samples of techniques • Digitally edited photographs <p>and with a step-by-step set of instructions with supportive visual images.</p> <p>N.B. Free editing software like GIMP, PixLr, PhotoPea, Adobe suite - Photoshop, Illustrator, Lightroom.</p>

Qualification (Level, Year)	Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Level 3 (2012)	Unit 21, 22, 23, 24, 25			Using darkroom techniques. Access to locations and equipment.	<p>Apply a rotational system for access to the dark room or digital editing suite.</p> <p>Ensure candidates can work independently in darkroom facilities.</p> <p>A final outcome of work can be facilitated through demonstrating practical skill levels by;</p> <ul style="list-style-type: none"> • maquette (small scaled) outcomes or models • samples of techniques • Digitally edited photographs <p>and with a step-by-step set of instructions with supportive visual images.</p> <p>N.B. Free editing software like GIMP, PixLr, PhotoPea, Adobe suite - Photoshop, Illustrator, Lightroom.</p>

Qualification (Level, Year)	Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Level 3 (2012)	Unit 30, 31, 32, 33, 34, 35, 36			<p>Primary source material visits to museums, galleries, artists studios, commercial businesses, etc.</p> <p>Access and use of materials, media, techniques and digital equipment.</p> <p>This aspect is perhaps the most problematic for delivery as it necessitates demonstrating new techniques using specialist equipment and candidates to develop skills through hands on experience.</p>	<p>Secondary sources would be acceptable and are within current unit specifications. Although preferable, primary source material is not a mandatory requirement. Reliance on the internet or other secondary sources would constitute an acceptable alternative under current circumstances.</p> <p>Presentation of ideas and artwork could be achieved using digital platforms e.g. e-mail PowerPoint and phone call, Zoom, recording of virtual meeting etc.</p> <p>A maximum of 4 techniques when a wide range is stipulated.</p> <p>A final outcome of work can be facilitated through demonstrating practical skill levels by;</p> <ul style="list-style-type: none"> • maquette (small scaled) outcomes or models • samples of techniques • Digitally edited graphics • storyboards <p>and with a step-by-step set of instructions with supportive visual images.</p> <p>N.B. CAD software like Inkscape, GIMP, Sumo-Paint, Pencil2D, Krita, Creatoon, Bryce, Premiere Pro, After effects, Animate.</p>

Qualification (Level, Year)	Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Level 3 (2012)	Unit 40, 41, 42, 43, 44, 45, 46	All		<p>Primary source material visits to museums, galleries, artists studios, commercial businesses, etc.</p> <p>Access and use of materials, media, techniques and digital equipment.</p> <p>This aspect is perhaps the most problematic for delivery as it necessitates demonstrating new techniques using specialist equipment and candidates to develop skills through hands on experience.</p>	<p>Design brief can be generated by the centre assuming the role of the client providing all the relevant information, avoiding candidates arranging meetings off site.</p> <p>A maximum of 4 techniques when a wide range is stipulated.</p> <p>Maquettes or models could replace actual size realisations.</p> <p>A final outcome of work can be facilitated through demonstrating practical skill levels by;</p> <ul style="list-style-type: none"> maquette (small scaled) outcomes or models samples of techniques CAD Models <p>and with a step-by-step set of instructions with supportive visual images.</p> <p>N.B. Free CAD software like Google sketch-up, Blender.</p>

Qualification (Level, Year)	Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Level 3 (2012)	Unit 50, 51, 52, 53, 54, 55, 56	All	<p>Research</p> <p>Develop a final fashion design</p> <p>Produce an outcome.</p> <p>Present and outcome</p>	<p>Primary source material visits to museums, galleries, artists studios, commercial businesses, etc.</p> <p>Access and use of materials, media, techniques and digital equipment.</p> <p>Group meetings.</p> <p>exhibition venues, commercial contexts etc.</p> <p>This aspect is perhaps the most problematic for delivery as it necessitates demonstrating new techniques using specialist equipment and candidates to develop skills through hands on experience.</p>	<p>There is no requirement to use a sewing machine or produce a completed garment. Only the design is required.</p> <p>Secondary sources would be acceptable and are within current unit specifications. Although preferable, primary source material is not a mandatory requirement. Reliance on the internet or other secondary sources would constitute an acceptable alternative under current circumstances.</p> <p>Presentation of ideas and artwork could be achieved using digital platforms e.g. e-mail PowerPoint and phone call, Zoom, recording of virtual meeting etc.</p> <p>A small virtual exhibition or display (imposed) demonstrating the skills of presenting outcomes in the appropriate fashion environment.</p> <p>A final outcome of work can be facilitated through demonstrating practical skill levels by;</p> <ul style="list-style-type: none"> maquette (small scaled) outcomes or models samples of techniques <p>and with a step-by-step set of instructions with supportive visual images.</p>

Qualification (Level, Year)	Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Level 3 (2012)	Unit 60, 61, 62, 63, 64, 65, 66	All	Research, Develop a final design Produce an outcome Present and outcome	Primary source material visits to museums, galleries, artists studios, commercial businesses, etc. Access and use of materials, media, techniques and digital equipment. Group meetings. exhibition venues, commercial contexts etc. This aspect is perhaps the most problematic for delivery as it necessitates demonstrating new techniques using specialist equipment and candidates to develop skills through hands on experience.	A maximum of 4 techniques when a wide range is stipulated. Maquettes or models could replace actual size realisations. Where appropriate final outcomes can be facilitated through demonstrating practical skill levels by; <ul style="list-style-type: none"> • maquette (small scaled) outcomes • models • samples of techniques and with a step-by-step set of instructions with supportive visual images.

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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