

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.

Overview of changes for R022

| Unit number | Unit title | Mandatory (M)/ Optional (O) |
|-------------|--|--------------------------------|
| R022 | Communicating and working with individuals in health, social care and early years settings | M |

Which element(s) of the unit are affected?

Learning Outcome 3: Be able to communicate effectively within a health, social care and early years setting

What adaptations are possible for this unit?

Candidates only need to carry out one of the two communication interactions needed in Task 4. The interaction can take place via video-call if necessary.

What has changed?

| What has changed | Detail |
|---|---|
| Tasks | <p>Learning Outcome 3: Be able to communicate effectively within a health, social care and early years setting</p> <p>Task 4: Communicating in one-to-one and group settings</p> <p>Candidates must plan for both a group and a one-to-one interaction in line with the current unit requirements. However, they only need to demonstrate one of the two interactions.</p> <p>Participants can wear face coverings during the interactions if necessary. In these cases, assessors should not assess facial expression.</p> <p>The interactions can take place face-to-face or via video link.</p> <p>The teacher is allowed to be both a participant in the interaction and the assessor for the witness statement.</p> |
| Centre guidance/assessment guidance | <p>The following can still be taken into account when assessing the interaction:</p> <ul style="list-style-type: none"> • active listening, i.e: <ul style="list-style-type: none"> ◦ concentrate on what is being said ◦ understand what individuals and key people are trying to convey ◦ interpret the information being given ◦ repeat information if necessary ◦ respond to information appropriately ◦ actively encourage others to communicate ◦ reflect • appropriate body language and behaviour, i.e: <ul style="list-style-type: none"> ◦ maintaining eye contact • inappropriate body language and behaviour, i.e: <ul style="list-style-type: none"> ◦ hand gestures/folded arms/finger pointing ◦ behaviour which does not value service users (e.g. making a patient wait for care) • adapting/using appropriate language, i.e: <ul style="list-style-type: none"> ◦ allowing pauses ◦ tone/pace ◦ clarity of information ◦ use the individuals' preferred means of communication. <p>It is not appropriate to assess facial expression if a candidate is wearing a mask.</p> <p>Marking criteria</p> <ul style="list-style-type: none"> • LO3a: Candidates must submit planning for both interactions. The marking criteria for LO3a should be applied as normal. • LO3b: Candidates must only submit one interaction. The marking criteria for LO3b should be applied to this interaction. |
| Other documentation, e.g. witness statements | <p>You should only provide one witness statement, either for the one-to-one or group interaction as appropriate.</p> |
| Considerations for moderation | <p>Only one interaction is needed for LO3b.</p> <p>Moderators should still see planning for both interactions.</p> |

Overview of changes for R023

| Unit number | Unit title | Mandatory (M)/ Optional (O) |
|-------------|--|--------------------------------|
| R023 | Understanding body systems and disorders | O |

Which element(s) of the unit are affected?

Learning Outcome 3: Be able to interpret data taken from measuring body rates, with reference to the functioning of healthy body systems

What adaptations are possible for this unit?

If the practical tasks identified are challenging to deliver they can be adapted by using simulations, evidence recorded at home and professional discussion.

What has changed?

| What has changed | Detail |
|------------------|--|
| Tasks | <p>Learning Outcome 3: Be able to interpret data obtained from measuring body rates with reference to the functioning of healthy body systems</p> <p>Task 4: Measuring body rates and interpreting the results</p> <p>It may not be possible for candidates to demonstrate measuring pulse, peak flow or Body Mass Index on another person.</p> <p>In these cases, the following adaptations are allowed:</p> <ul style="list-style-type: none"> The witness statement can be based on a video recording of the candidate taking the measurements. For example, they could measure the pulse of another person at home. The candidate can take their own measurements for some or all of the three body systems. If a demonstration is not possible, it can be replaced with a professional discussion of how to take the body measurements. Where possible, the relevant equipment, or diagrams of the equipment, should be available to prompt discussion. For example, for peak flow measurements, candidates could use the equipment as a prompt to explain how it would be used. For the pulse measurement, candidates could show how they would take their own pulse. If the professional discussion takes place via video link, we recommend that diagrams of relevant equipment are available to the candidate to prompt discussion. <p>A mixture of these types of evidence is allowed. For example, a candidate could show taking their own pulse and BMI measurements, and use a professional discussion as evidence for the peak flow measurement.</p> <p>Interpreting the results</p> <p>Where candidates are not able to take real measurements, centres should give them sets of results to compare and interpret. We recommend that candidates are given a number of results to choose from, rather than all candidates in a centre using the same set.</p> |

| What has changed | Detail |
|---|--|
| Centre guidance/assessment guidance | <p>Centres must provide a witness statement for Task 4 as normal. The marking criteria for LO3 should be applied to the professional discussion to form a judgement on how confident and competent the candidate would be at taking the measurement. This should be based on:</p> <ul style="list-style-type: none"> • how confidently the candidate described how the measurements would be taken • the level of prompting needed for each element of the discussion. |
| Other documentation, e.g. witness statements | No changes required. |
| Considerations for moderation | None required. |

Overview of changes for R027

| Unit number | Unit title | Mandatory (M)/ Optional (O) |
|-------------|--|--------------------------------|
| R027 | Creative activities to support individuals in health, social care and early years settings | O |

Which element(s) of the unit are affected?

Learning Outcome 3: Be able to carry out creative activities in a health, social care or early years setting

What adaptations are possible for this unit?

This can be adapted by using role play, simulations and evidence recorded at home where the practical tasks identified are challenging to deliver.

What has changed?

| What has changed | Detail |
|---|--|
| Tasks | <p>Learning Outcome 3: Be able to carry out creative activities in a health, social care or early years setting</p> <p>Task 3: Carrying out and evaluating a creative activity</p> <p>Carry out the creative activity</p> <ul style="list-style-type: none"> This can take place as a role-play in a simulated environment if participants in the role-play can show realistic characteristics of the intended group. (This is already allowed for this unit.) The creative activity can take place in a classroom, with the candidate delivering the activity to other class members. The assessor can view a video recording of the creative activity being carried out at home, with another member of the household taking the role of the participant. The recording must allow the assessor to authenticate that it is the candidate who is carrying out the activity. Professional discussion could also take place (in person or via video-link) to give extra evidence if appropriate. A witness statement must be submitted as normal. |
| Centre guidance/assessment guidance | <p>Candidates should still plan their creative activities according to the requirements of the unit, to meet an individual or group need in one of the following settings:</p> <ul style="list-style-type: none"> health social care early years. <p>However, since the age/characteristics of the participant may vary from that planned, we recognise that this may affect the review.</p> |
| Other documentation, e.g. witness statements | No changes required. |
| Considerations for moderation | Moderators need to be aware that the creative activity may be carried out with a different person from the one it was designed for. |

Overview of changes for R028

| Unit number | Unit title | Mandatory (M)/ Optional (O) |
|-------------|--|--------------------------------|
| R028 | Understanding the development and protection of young children in an early years setting | O |

Which element(s) of the unit are affected?

Learning Outcome 3: Be able to create a safe environment to protect children (in an early years setting)

What adaptations are possible for this unit?

This unit can be adapted by using case studies or alternative settings to carry out the risk assessment.

What has changed?

| What has changed | Detail |
|---|--|
| Tasks | <p>Learning Outcome 3: Be able to create a safe environment to protect children (in an early years setting)</p> <p>Task 3: Assessing risks in early years environments</p> <p>You must:</p> <ul style="list-style-type: none"> carry out a risk assessment in an early years setting, completing the relevant documentation. <p>If it is not possible to use a real early years setting, candidates can use a case study (for example, a virtual early year setting, a video recording or a case study). Alternatively, the candidate can perform the risk assessment on their own centre.</p> <p>All relevant risk assessment documentation must be completed as normal.</p> |
| Centre guidance/assessment guidance | We recommend that candidates are given a number of case studies to choose from, rather than all candidates in a centre using the same case study. |
| Other documentation, e.g. witness statements | No changes required. |
| Considerations for moderation | No changes required. |

Overview of changes for R029

| Unit number | Unit title | Mandatory (M)/ Optional (O) |
|-------------|--|--------------------------------|
| R029 | Understanding the nutrients needed for good health | O |

Which element(s) of the unit are affected?

Learning Outcome 3: Be able to produce nutritional meals for specific dietary requirements

What adaptations are possible for this unit?

Where the practical tasks identified are challenging to deliver, this unit can be adapted by using professional discussion.

What has changed?

| What has changed | Detail |
|--|--|
| Tasks | <p>Learning Outcome 3: Be able to produce nutritional meals for specific dietary requirements</p> <p>Task 3: Producing a nutritional meal for a specific dietary requirement</p> <p>If it's difficult for candidates to create a meal because of access to equipment, the following parts of Task 3 can be replaced with a professional discussion:</p> <ul style="list-style-type: none"> • Create a meal for a person with a specific dietary need • Follow procedures for hygiene and safe food preparation <p>Candidates should talk through the stages involved in creating the meal, and the hygiene procedures that they would follow. Where possible, the relevant equipment and ingredients lists should be available to prompt discussion. The discussion should include the following points:</p> <ul style="list-style-type: none"> • the stages involved in creating the meal, and how these would be carried out • the procedures for hygiene and safe food preparation that would be followed during the preparation of the meal. <p>Centres must provide a witness statement that includes judgements on these points. The professional discussion can take place in person or via video-link.</p> <p>All other elements of Task 3 remain unchanged.</p> |
| Centre guidance/assessment guidance | <p>The marking criteria for LO3b should be applied to the professional discussion to form a judgement on how effectively and independently the candidate would create a meal and follow hygiene and safe food preparation procedures. This should be based on:</p> <ul style="list-style-type: none"> • how confidently the candidate described the stages involved in the preparation of the meal and the hygiene and safe food preparation procedures, and • the level of prompting needed for each element of the discussion. |
| Other documentation, e.g. witness statements | No changes required. |
| Considerations for moderation | No changes required. |

Overview of changes for R031

| Unit number | Unit title | Mandatory (M)/ Optional (O) |
|-------------|----------------------------------|--------------------------------|
| R031 | Using basic first aid procedures | O |

Which element(s) of the unit are affected?

Learning Outcome 1: Be able to assess scenes of accidents to identify risks and continuing dangers

Learning Outcome 3: Be able to apply basic first aid procedures

What adaptations are possible for this unit?

Where the practical tasks are challenging to deliver, this unit can be adapted by using professional discussions and simulations.

What has changed?

| What has changed | Detail |
|------------------|--|
| Tasks | <p>Learning Outcome 1: Be able to assess scenes of accidents to identify risks and continuing dangers</p> <p>Task 1: Assessing the scene</p> <p>This can take place through a professional discussion about case study scenarios. This should include discussion of the following points:</p> <ul style="list-style-type: none"> • how to assess the dangers to the casualty, the first aider and others • how the area can be made safe • how to obtain informed consent • how to communicate clearly. <p>Centres must provide a witness statement that includes judgements on these points. The professional discussion can take place in person or via video-link.</p> <p>Learning Outcome 3: Be able to apply basic first aid procedures</p> <p>Task 4: Demonstrate first aid procedures</p> <p>If there are restrictions on candidates demonstrating first aid on other candidates, a dummy or props can be used. This is already allowed for this unit. Where this is not possible, the following adaptations are allowed:</p> <ul style="list-style-type: none"> • The assessor can watch a video recording of the candidate demonstrating the first aid procedures at home on another member of the household. The recording must allow the assessor to authenticate that it is the candidate who is demonstrating the procedure. A professional discussion could also take place (in person or via video-link) to provide further evidence if appropriate. A witness statement must be submitted as normal. • The demonstration can be replaced by a professional discussion. Candidates should show the first aid procedures as far as possible during the discussion, for example demonstrating on themselves, and by using props or diagrams. The discussion should include the following points: <ul style="list-style-type: none"> ◦ how each first aid procedure is carried out ◦ the correct sequence of steps ◦ understanding of practical application. |

| What has changed | Detail |
|---|--|
| Tasks (continued) | Centres must provide a witness statement that includes judgements on these points. The professional discussion can take place in person or via video-link. |
| Centre guidance/assessment guidance | Note that Task 4 still needs a witness statement from someone who holds a current first aid qualification. This can take place via video-link or a recording if necessary. |
| Other documentation, e.g. witness statements | No changes required. |
| Considerations for moderation | No changes required. |

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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