

Your guide to the changes for 2021

Following [Ofqual's consultation](#) on arrangements for the assessment of VTQs in 2020/21, we've reviewed units in our Cambridge Nationals and Cambridge Technicals being taken this academic year to provide specific guidance at qualification and unit level on changes to requirements or alternative approaches to support public health guidance.

Our changes are designed to make units to be taken in 2020/21 possible to complete, given the constraints you are all working with, and to make sure that the learning outcomes and assessment criteria can still be met.

We understand that the current disruption continues to change and also varies across regions, so our guidance gives acceptable alternatives you can consider when delivering units in your school /college while following the public health guidance.

Please use the [specification and assignments](#) available on our website, alongside this document, to plan and carry out assessment in 2020-21.

Suggested adaptations

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
All units where candidates need to access a business for an assignment. Generally, this is where an assessment criterion needs evidence to be applied to 'a specified business'.			Candidates must apply evidence, such as descriptions, explanations, analysis, and evaluations to at least one specified business.	<p>If candidates cannot access a specific business they may use a range of alternative sources. These could include:</p> <ul style="list-style-type: none"> • case studies written by the tutor • published case studies • internet research • newspaper, magazine or journal articles <p>If any of these resources are not available (for example, candidates have no internet access), tutors can supply other materials (for example, paper-based).</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Unit 4: People in organisations	LO2: Be able to produce documentation for specific job roles	P4: Complete an application and interview for a specific job	The assessment guidance suggests involving the Careers Service, a recruitment agency, or HR department in the assessment. They could act as an interviewer and advise the assessor on the candidate's performance in producing the application and in the interview.	If face-to-face contact between an external interviewer, candidate and observer is not possible, centres could replace it by: <ul style="list-style-type: none"> • using remote technology to conduct the interview, or • a simulation that takes place within the centre.
Unit 6: Verbal and non-verbal communication in business contexts	LO1: Be able to use non-verbal communication skills	P1: Demonstrate interpersonal interactions in a business context	The assessment guidance suggests that evidence could be generated via role-play or observation during a work placement. Candidates could use role play for scenarios including: <ul style="list-style-type: none"> • one to-one customer service • personal selling • providing technical support • one-to-one meetings The tutor or supervisor could take part in the role play and provide a witness statement.	The assessment guidance suggests that candidates should communicate one-to-one and face-to-face. If face-to-face contact is not possible, centres could replace it with: <ul style="list-style-type: none"> • remote technology • a simulation or role play, observed by the assessor, or • a professional discussion with a question and answer session. Candidates should use props or diagrams as far as possible during the discussion. The discussion should cover: <ul style="list-style-type: none"> • How candidates would use non-verbal communication skills in different business situations. A witness statement must be submitted which includes judgements on these points. The professional discussion can take place in person or via video-link.

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p>Unit 6: Verbal and non-verbal communication in business contexts</p>	<p>LO3: Be able to use verbal communication in business contexts</p>	<p>P4: Demonstrate speaking and listening skills in a group context</p>	<p>The assessment guidance suggests that evidence could be generated either via role-play (such as a group meeting, presentation, group customer service scenario, job interview) or observation during a work placement. It could be undertaken by the tutor or supervisor, with an accompanying witness statement.</p>	<p>Centres could simulate group business contexts for P4 within a class bubble together with an observer and/or assessor. If the 'rule of six' has to be applied, the group could consist of four participants plus an observer and assessor, or five participants with an observer/assessor.</p> <p>At least two different business contexts should be used.</p> <p>If face-to-face contact is not possible, centres could replace it with:</p> <ul style="list-style-type: none"> • remote technology • a simulation or role play, observed by the assessor, or • a professional discussion with a question and answer session. <p>The discussion should include the following points:</p> <ul style="list-style-type: none"> • How candidates would use speaking and listening skills in a group context in different business situations <p>A witness statement must be submitted which includes judgements on these points. The professional discussion can take place in person or via video-link.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p>Unit 9: Personal selling in business</p>	<p>LO2: Be able to demonstrate personal selling skills and processes</p>	<p>P5: Use selling skills and processes to make sales</p> <p>M1: Analyse the strengths and weaknesses of own skills when making sales</p> <p>D1: Develop a skills improvement plan for own sales performance</p>	<p>The teaching content includes reference to ensuring ‘personal hygiene’ when preparing for personal-selling situations. This implies that the situation be conducted in person.</p>	<p>The assessment guidance suggests that candidates should communicate one-to-one and face-to-face.</p> <p>If face-to-face contact is not possible, centres could replace it with:</p> <ul style="list-style-type: none"> • remote technology • a simulation or role play, observed by the assessor, or • a professional discussion with a question and answer session. <p>Candidates should use props or diagrams as far as possible during the discussion. The discussion should include the following points:</p> <ul style="list-style-type: none"> • how to prepare to make a sale. For example, product knowledge, buyer behaviours, personal presentation • how to apply the personal selling process. For example, greeting, handling objection, closing the sale <p>A witness statement must be submitted which includes judgements on these points. The professional discussion can take place in person or via video-link.</p> <p>If centres use a professional discussion with a question and answer session for P5, candidates need to review a case study, role-play or simulation, provided to them by the centre, in order to meet M1 and D1. This could consist of a video showing a personal selling situation. The candidate will need to analyse the situation (M1) and then use it to develop a skills development programme (D1).</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p>Unit 10: Customer relations in business</p>	<p>LO2: Be able to apply appropriate presentation and interpersonal skills in customer service situations</p>	<p>P3: Demonstrate presentation, communication and interpersonal skills in different customer service situations</p>	<p>The requirement is to demonstrate customer service skills in various situations. The teaching content for LO3 implies that some customer service interactions will be face-to-face (for example, work area appearance) and some will not (such as the use of written communication skills).</p>	<p>The teaching content suggests that some customer service interactions will be face-to-face and some will involve the customer and the candidate exchanging written communications.</p> <p>The unit does not specify the number of customer service situations needed. Centres can decide the number and their type. However the teaching content specifies a range of different skills that should be covered by the scenarios. If all these skills can be demonstrated in two different scenarios then this is allowed.</p> <p>If face-to-face contact is not possible, centres could replace it with:</p> <ul style="list-style-type: none"> • using remote technology to arrange the scenarios needed, or • using simulations and/or role play, observed by the assessor. <p>Because evidence is needed from a wide range of different situations and skills, centres should not use a professional discussion with a question and answer session.</p>

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:

✉ vocational.qualifications@ocr.org.uk

🐦 [@OCR_Vocational](https://twitter.com/OCR_Vocational)

☎ 01223 553998