

# 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 access to a business is required for assignment purposes for all tasks other than skills.			Evidence (such as descriptions, explanations, analysis, evaluations) must be applied to at least one specified business.	<p>If candidates can't access a specific business, they can use a combination of alternative sources including:</p> <ul style="list-style-type: none"> <li>• case studies written by the tutor</li> <li>• published case studies</li> <li>• internet research</li> <li>• newspaper/magazine/journal articles</li> </ul> <p>If any of these options are not available (for example, if candidates have no internet access), tutors can supply them with other materials (such as paper-based).</p>

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				<p>Note that in each instance a very detailed case study may be needed. This case study should be descriptive, and should not direct the candidate as to the significance of any of its contents. It should contain enough information to enable candidates to achieve all applicable assessment criteria (AC) themselves. For example, if an AC asks candidates to describe the recruitment methods used by the business, the case study can list the methods used, but must not describe how they work or how they are used.</p> <p>It is unlikely that a single 'off the shelf' case study published for another purpose (such as to support a different qualification) will meet these requirements without careful editing and/or supplementing with additional materials.</p>
<p><b>Unit 3:</b> Use social media for business purposes</p>	<p><b>LO1:</b> Be able to interpret social media policy for business purposes</p> <p><b>LO2:</b> Be able to monitor and report on social media activity for a specified business</p>	<p><b>P1:</b> Outline the social media policy for a selected business/organisation</p> <p><b>P2:</b> Review how the social media posts of the selected business/organisation meet their social media policy</p> <p><b>P3:</b> Monitor the social media interaction between a selected business/organisation and its followers and produce a descriptive summary of the activity</p> <p><b>P4:</b> Describe the usefulness of the online tools used by the selected business/organisation to monitor social media activity</p>	<p>Candidates need to interpret an organisation's social media policy and review its social media posts.</p> <p>Candidates have to use online tools to monitor the social media activity of a selected business.</p>	<p>Candidates need to have access to both the social media policy of an organisation and its social media posts. If this is not possible, candidates may be given:</p> <ul style="list-style-type: none"> <li>• a real or fictitious example of a social media policy (P1) and</li> <li>• examples of social media posts that may or may not meet the policy (P2).</li> </ul> <p>For P3, if candidates cannot access a business, they may not be able to use the organisation's online tools to monitor its social media activity. It is acceptable for candidates to log social media activity manually (such as number of posts, profile of followers sending messages). They could use this to produce a descriptive summary.</p> <p>For P4, if candidates cannot access a business and its online tools for monitoring its social media activity, centres can give them a real or fictitious scenario identifying the tools and describing how the business uses them.</p>



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	<p><b>LO3:</b> Be able to organise business travel and accommodation for colleagues</p>	<p><b>P6:</b> Obtain and log all relevant travel requirements for a colleague</p> <p><b>M3:</b> Obtain and log all relevant travel requirements for a number of colleagues with different requirements</p> <p><b>P7:</b> Research and identify the options for all relevant travel and accommodation requirements for a colleague</p> <p><b>M4:</b> Research and identify the options for all relevant travel and accommodation requirements for a number of colleagues with different requirements</p> <p><b>D2:</b> Make recommendations regarding travel and accommodation to colleagues, including contingency arrangements, providing justification for your recommendations</p>	<p>Candidates have to organise and record travel arrangements. This may not be possible given that travel may not exist for many businesses.</p>	<ul style="list-style-type: none"> <li>○ complete a stock check in different situations</li> <li>○ order stock in different situations</li> </ul> <p>A witness statement must be provided that includes judgements on these points. The professional discussion can take place in person or via video link.</p> <p>For M2, candidates can be given scenarios where they have to contact a supplier. They could use simulation or role play, with a tutor playing the role of the supplier. Remote technology could be used to communicate with the supplier.</p> <p>Candidates have to organise and record business travel. Many businesses may not currently have employees who are travelling for work purposes.</p> <p>When candidates log, research, book and share travel and accommodation information they can use a range of equipment such as a computer, tablet, printer and photocopier.</p> <p>If candidates cannot access a business where employees are required to travel for work purposes, this can be replaced by:</p> <ul style="list-style-type: none"> <li>• a simulated office environment, with scenarios provided to the candidate and observed by the assessor, or</li> <li>• a professional discussion with a question and answer session. Candidates should use props or diagrams as far as possible during the discussion and should include the following points:</li> </ul>

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		<p><b>P8:</b> Confirm and book business travel and accommodation requirements for a colleague</p> <p><b>M5:</b> Confirm and book business travel and accommodation requirements for a number of colleagues with different requirements</p>		<ul style="list-style-type: none"> <li>○ How they would obtain the travel requirements for colleagues in different situations</li> <li>○ How they would log the travel requirements for colleagues in different situations</li> </ul> <p>If candidates cannot use a range of business equipment, there could be a professional discussion. Candidates should use props or diagrams as far as possible during the discussion. The discussion should include:</p> <ul style="list-style-type: none"> <li>○ how they would use to research, organise, communicate and record business travel arrangements.</li> </ul> <p>If internet access is not possible, candidates can be provided with appropriate paper-based alternatives, such as hotel brochures, train timetables and fares.</p> <p>A witness statement must be provided for professional discussions, to include judgements on these points. The professional discussions can take place in person or via video link.</p> <p>For M3/M4, the simulations must meet the requirements specified in the assessment guidance for M3/M4.</p> <p>If they can't use face-to-face contact, candidates can use remote technologies to communicate with colleagues.</p>



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				<ul style="list-style-type: none"> <li>• a professional discussion, with a question and answer session where scenarios are provided to the candidate. Candidates should use props or diagrams as far as possible during the discussion and this should include how they would:               <ul style="list-style-type: none"> <li>○ sort, distribute and organise incoming mail in different situations</li> <li>○ dispatch outgoing mail</li> <li>○ select the most appropriate option in different situations</li> </ul> </li> </ul> <p>A witness statement must be provided that includes judgements on these points. The professional discussion can take place in person or via video link.</p>

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<p><b>Unit 5:</b> Follow administrative practices and create procedures</p>	<p><b>LO1:</b> Be able to produce and distribute business documents</p> <p><b>LO2:</b> Be able to locate, store, search and retrieve data for routine administrative tasks</p>	<p><b>P3:</b> Distribute business documents to relevant personnel using appropriate distribution channels</p> <p><b>M1:</b> Take and produce accurate minutes at a meeting</p> <p><b>P4:</b> Locate, store, search and retrieve data from paper-based and electronic folders</p> <p><b>M3:</b> Comply with good practice procedures when storing and retrieving data</p> <p><b>P5:</b> Report a technological issue</p>	<p>Candidates must attend a meeting. Documents may be distributed using 'physical' methods.</p>	<p>For P3, candidates can distribute documents using appropriate physical or electronic methods. The assessment guidance states that physical methods may be used to distribute documents. If this is not possible, then candidates can be given scenarios requiring them to distribute documents. Candidates can discuss appropriate methods to use with their assessor.</p> <p>For M1, if candidates cannot hold a business meeting face-to-face, it could be held remote technology. Alternatively, they could be shown a recording of a business meeting and use this to take minutes.</p> <p>Candidates need access to a paper-based filing system. If access to a real system is not possible, for P4/M5 they could use either a simulation or a professional discussion. Candidates should use props or diagrams as far as possible during the discussion. The discussion should include:</p> <p>the skills needed to use a paper-based system</p> <p>A witness statement must be provided that includes judgements on these points. The professional discussion can take place in person or via video link.</p> <p>For P5, if candidates cannot access a real system, then they can be given a scenario to respond to appropriately manner. They can use remote technology to report the issue.</p>

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	<b>LO3:</b> Be able to support business meetings	<p><b>P6:</b> Plan for a business meeting</p> <p><b>P7:</b> Produce business meeting documentation for a specific purpose</p> <p><b>D2:</b> Create folders to store documentation for a meeting group and a corresponding filing guide on how to use them</p> <p><b>P8:</b> Set up a</p> <ul style="list-style-type: none"> <li>○ face-to-face meeting</li> <li>○ virtual meeting in line with requirements</li> </ul> <p><b>M4:</b> Check meeting rooms and facilities in advance of business meetings and identify any missing or faulty equipment or documentation</p> <p><b>D3:</b> Arrange for missing or faulty equipment or documentation to be replaced and available in time for the start of the meeting</p> <p><b>P9:</b> Produce and dispatch meeting documentation, in line with requirements</p> <p><b>D4:</b> Create a system for tracking that action points from a meeting are being completed by others and reporting progress to relevant personnel</p> <p><b>P10:</b> Complete follow-up procedures for a business meeting</p>	Candidates have to support both face-to-face and virtual meetings.	<p>Candidates have to support both face-to-face and virtual meetings.</p> <p>If they cannot hold a face-to-face meeting, all criteria can be met in full using a virtual meeting, except for P8, M4 and D3.</p> <p>For P8, M4 and D3, the face-to-face meeting can be replaced by a simulation, for example, with a simulated room booking system and a classroom set up as a meeting venue. Alternatively, a professional discussion with a question and answer session could enable the candidate to show understanding. Candidates should use props or diagrams as far as possible during the discussion. This discussion should include how to set up a face-to-face meeting.</p> <p>A witness statement must be provided that includes judgements on these points. The professional discussion can take place in person or via video link.</p>

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<p><b>Unit 6:</b> Communicate in a business environment</p>	<p><b>LO2:</b> Be able to communicate by telephone</p>	<p><b>M2:</b> Transfer business calls to colleagues, adhering to business convention.</p> <p><b>M3:</b> Set up and monitor a voicemail system on behalf of a colleague or team</p>	<p>The expectation is that candidates will have to complete real work experience in order to complete this unit. This may not be possible in all cases.</p> <p>Part of <b>LO2</b> requires candidates to transfer a business call and to set up and monitor a voicemail system on behalf of others.</p>	<p><b>General guidance</b></p> <p>The assessment guidance states that candidates must demonstrate their ability to complete all aspects of this unit in a real work situation.</p> <p>If a real work situation is not available, candidates can use a simulated situation. For example, they could be given appropriate 'in-tray' exercises to enable them to complete P1-P3, M1.</p> <p>For M2, the assessment guidance requires the candidates to transfer business calls to colleagues following business conventions.</p> <p>For M3, candidates have to monitor voicemails on behalf of others. They should also be able to demonstrate how to update the voicemail message if required, ensure messages are passed to relevant colleagues and advise on the urgency of the message.</p> <p>If the technology is not available for these to happen, this can be replaced by:</p> <ul style="list-style-type: none"> <li>• a simulation or role play, observed by the assessor, or</li> <li>• a professional discussion with a question and answer session. Candidates should use props or diagrams as far as possible during the discussion and include the following points: <ul style="list-style-type: none"> <li>○ For M2, the candidate can describe how they would transfer a call, where possible using prompts to support the discussion.</li> </ul> </li> </ul>

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	<p><b>LO3:</b> Be able to communicate appropriately in meetings when face-to-face with internal and external colleagues</p>	<p><b>P7:</b> Use interpersonal communication skills in a one-to-one situation</p> <p><b>P8:</b> Use interpersonal communication skills to contribute to a small business meeting</p> <p><b>M5:</b> Lead the discussion in a small meeting</p> <p><b>D2:</b> Contribute verbally to a large, formal meeting</p>	<p><b>LO3</b> is all about:</p> <ul style="list-style-type: none"> <li>• using verbal, non-verbal and listening skills in a business context</li> <li>• good practice for face-to-face communication</li> <li>• following business conventions.</li> </ul>	<ul style="list-style-type: none"> <li>○ For M3, the candidate can discuss how they would set up and monitor a voicemail system for others and answer questions on how it would work in various scenarios. The discussion can take place in person or via a video call.</li> </ul> <p>A witness statement must be provided that includes judgements on these points.</p> <p>For these activities, the same evidence is needed as if candidates were able to access a work experience setting.</p> <p>Evidence that meets the grading criteria but is delivered as specified in these adaptations will be acceptable.</p> <p>The assessment guidance requires the candidates to demonstrate face-to-face interpersonal communication skills to achieve P7.</p> <p>If face-to-face contact is not possible, this can be replaced either by:</p> <ul style="list-style-type: none"> <li>• using remote technology to arrange the different scenarios needed, or</li> <li>• a simulation or role play, observed by the assessor, or</li> <li>• 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 include how candidates would use interpersonal skills in different situations.</li> </ul>

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				<p>A witness statement must be provided that includes judgements on these points. The professional discussion can take place in person or via video link.</p> <p>For P8, candidates need to demonstrate interpersonal communication skills to contribute to a small business meeting. The guidance does not state that this needs to be face-to-face. Candidates can demonstrate this using remote technology, as long as there are at least four people at the meeting.</p> <p>For M5, candidates need to prepare for and <b>lead</b> the discussion in a small meeting. The guidance does not state that this needs to be face-to-face, so remote technology can be used.</p> <p>For D2, candidates need to provide significant verbal contribution to a large, formal meeting. The guidance does not state that this needs to be face-to-face, so it can be done using remote technology. There must be at least eight people present other than the candidate.</p> <p>For these alternative activities, evidence should be provided in the same way as usual, for example witness statements.</p> <p>Evidence that meets the grading criteria, but is delivered as specified in these adaptations, will be acceptable.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
	<b>LO4:</b> Be able to give and receive constructive feedback in a business context	<b>P9:</b> Give constructive feedback to a colleague on a business-related task <b>P10:</b> Respond appropriately to feedback provided		For P9 and P10, remote technology may be used to both give (P9) and receive (P10) feedback.  If the candidate is not able to work with colleagues on a business-related task, then a simulation or role play may be used to provide the context for the feedback. For example, for P9 a tutor could perform a role play and the candidate could give feedback on their performance. For P10 the tutor could give feedback to the candidate on their performance in a non-business-related task.
<b>Unit 7:</b> Support the organisation of an event			Candidates have to support the organisation of a substantial business event. It may not be possible for such an event to take place in the present situation.	<b>General guidance</b>  Candidates have to help prepare for a business event. The event itself does not need to take place - there is no requirement to support the running of an event. If a real event cannot take place, candidates can be given a simulated event to help organise. Activities needed to support the event's organisation may themselves be simulated. For example, for P3, an assessor may play the role of a supplier that the candidate must contact to book resources. The candidate does not have to be in face-to-face contact with others, they can use any suitable method of communication.

## 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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