

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. Generally, this is where an assessment criterion requires evidence to be applied to 'a specified business'.			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"> • case studies written by the tutor • published case studies • internet research • newspaper/magazine/journal articles <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). 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>An example of a case study which meets these requirements is found in the model assignment for Unit 8: Introduction to human resources. It is unlikely that a single 'off the shelf' case study published for another purpose (such as to support a different qualification) will meet the requirements without careful editing and/or supplementing with additional materials.</p>
<p>Unit 4: Customers and communication</p>	<p>LO3: Be able to establish a rapport with customers through non-verbal and verbal communication skills</p>	<p>P6: Demonstrate non-verbal and verbal skills when communicating with a specific customer</p>	<p>Assessment guidance recommends that candidates should consider using a real business situation, such as work experience.</p>	<p>If candidates cannot communicate face-to-face in a real business setting, they can demonstrate skills through simulation or role play. The unit does not state that the setting must be face-to-face, so remote technology could be used.</p>
<p>Unit 4: Customers and communication</p>	<p>LO4: Be able to convey messages for business purposes</p>	<p>P8: Structure and deliver a verbal business communication so that its content and type of communication is appropriate for its audience and purpose</p>	<p>Assessment guidance recommends that candidates should consider using a real business situation such as work experience.</p>	<p>If candidates cannot communicate face-to-face in a real business setting, they can demonstrate skills through simulation or role play. The unit does not state that the setting must be face-to-face, so remote technology could be used.</p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Unit 5: Marketing and market research	LO3: Be able to carry out market research for business opportunities	P6: Conduct primary and secondary research to identify business opportunities for a specific business	Candidates must complete both primary and secondary research. The secondary research must be referenced correctly.	<p>For P6, candidates have to conduct:</p> <ul style="list-style-type: none"> primary market research, such as face-to-face questionnaires, interviews, focus groups, and secondary market research, such as internet, library. <p>Some methods may not be possible. For example, candidates may not be able to distribute paper questionnaires or carry out face-to-face interviews.</p> <p>If face-to-face contact is not possible, it will need to be replaced by alternative methods. For example, candidates could use focus groups, as long the maximum size and composition is within current limits (plus observer/assessor).</p> <p>Where necessary, assignments could be adapted, for example:</p> <ul style="list-style-type: none"> to enable candidates to choose appropriate research methods to use within class bubbles or family groups; or to enable candidates to choose appropriate remote technologies (such as online surveys or video-conferenced focus-groups).
	LO4: Be able to validate and present market research findings	P8: Present market research findings in an appropriate format for the data obtained and audience	<p>Candidates need to present their market research findings to the business which has commissioned the research.</p> <p>Two presentation methods are covered by the teaching content:</p> <ul style="list-style-type: none"> written methods presentations 	The unit does not state that specific methods must be used to present the findings. Centres may adapt the scenario so that candidates can choose methods suitable for the present situation. For example, if face-to-face contact between the candidate and the intended audience (such as small business owner) is not possible, candidates could use remote technology to deliver a presentation.

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Unit 7: Marketing Campaign	LO6: Be able to pitch planned marketing campaigns	P9: Prepare and deliver a pitch for a marketing campaign for a specific business's product or service, using a combination of verbal, non-verbal skills and presentation tools	For LO6, candidates must demonstrate verbal and non verbal communications when presenting their pitch	If candidates cannot communicate face-to-face in a real business setting, they can demonstrate skills through simulation or role play. The unit does not state that the setting must be face-to-face, so remote technology could be used.
Units 7, 8, 11, 14, 17, 18				[See generic guidance in row 1]
Unit 20: Business events	LO1: Be able to prepare for a business event	<p>P1: Outline your proposal for allocation of responsibilities and use it to agree who does what</p> <p>P2: Set objectives and success criteria for the business event</p> <p>M1: Describe the factors influencing the decisions made when planning the business event</p> <p>D1: Justify the decisions made when planning the business event, giving reasons why alternative options were rejected</p> <p>P3: Prepare a plan for the business event, including evidence of consideration of legal, ethical and budget requirements</p> <p>P4: Produce documents and resources to aid the running of the business event</p> <p>P5: Carry out pre-event tasks in line with the business event timeline</p>	<p>The assessment guidance states that the business event should be 'substantial'. For example, a conference, sales promotion and product launch events. Smaller scale activities (such as a weekly team meeting) or supporting an aspect of a larger event (such as organising a stall at a trade fair or exhibition) will not provide candidates with an opportunity to demonstrate the range of competencies required when planning and supporting a business event.</p> <p>In the present climate such events will be impossible to hold.</p>	<p>For P1, candidates must work with team members to agree roles, responsibilities and who does what. If candidates cannot be members of a team with others in their class bubble or meet otherwise face-to-face, the team could communicate using remote technology.</p> <p>For all other assessment criteria, candidates could work individually to complete tasks. They could use face-to-face communication or remote technology to complete tasks as appropriate.</p> <p>If the present situation makes it impossible for a substantial business event to take place, candidates can do one of the following:</p> <ul style="list-style-type: none"> • Prepare for a simulated substantial event. For example, tutors could play the roles of third party organisations and individuals that the team need to communicate with. • Prepare for a business event that can take place within a school/college bubble, such as a product launch event. The event must be substantial enough to show the range of skills and competencies in the unit.

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p>Unit 20: Business events</p>	<p>LO2: Be able to support the running of a business event</p>	<p>P6: Provide support to both attendees and support staff during the running of the business event</p>	<p>The assessment guidance states that the business event be 'substantial'. For example, a conference, sales promotion and product launch event. Smaller scale activities, such as a weekly team meeting or supporting an aspect of a larger event (such as organising a stall at a trade fair or exhibition) will not give candidates the opportunity to demonstrate the range of competencies needed when planning and supporting a business event.</p> <p>In the present climate such events will be impossible to hold.</p>	<p>If the present situation makes it impossible for a substantial business event to take place, candidates can do one of the following:</p> <ul style="list-style-type: none"> • Provide support at a business event that can take place within a school/college bubble (e.g. product launch event). The event must be substantial enough to enable the range of skills and competencies in the Learning Outcome to be shown, or • Provide evidence of the skills and competencies they would use to provide support at such an event. For example, they could take part in a professional discussion with an assessor by responding to 'what if' scenarios. Candidates should use props or diagrams as far as possible during the discussion. The discussion should include the following: <ul style="list-style-type: none"> • How candidates would use verbal and non-verbal communication at the event. • How candidates would respond appropriately to problems at the event. • How candidates would give administrative support at the event. <p>A witness statement that includes judgements on these points must be provided. 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
Unit 20: Business events	LO3: Be able to review and evaluate if the business event met its objectives	<p>P7: Select method and format(s) for obtaining feedback and use your chosen method and format(s) to collect it</p> <p>M2: <i>Assess the effectiveness of the method, format and timing used to gather feedback for the business event</i></p> <p>D2: Recommend and justify improvements to the planning and running of future business events</p> <p>P8: Evaluate the business event against its success criteria</p> <p>M3: Analyse the influence of factors on the outcomes of the business event</p> <p>P9: Review own performance in supporting the event, identifying strengths and areas for improvement</p>	<p>The assessment guidance specifies that the business event be 'substantial'. For example, a conference, sales promotions and product launch event. Smaller scale activities (such as a weekly team meeting) or supporting an aspect of a larger event (such as organising a stall at a trade fair or exhibition) will not provide candidates with an opportunity to demonstrate the range of competencies needed when planning and supporting a business event.</p> <p>In the present climate such events will be impossible to hold.</p>	<p><i>If the candidate is able to participate in a business event that meets the requirements of LO1 and LO2 then it should be possible to complete activities covering all of LO3. For P7, remote technology could be used to obtain feedback.</i></p> <p>If the candidate cannot take part in a business event and instead provides evidence for LO2 via a professional discussion or equivalent, the following adaptations could be made for LO3:</p> <ul style="list-style-type: none"> • For P7, candidates could be given a scenario for a business event and be asked to choose suitable methods of collecting feedback. They could then create suitable tools to collect this feedback. They could use remote technology. • For M2, candidates could evaluate the methods used in P7. Alternatively, they could be given a case study scenario providing details and/or examples of methods used to obtain feedback from a substantial event. • For D2, candidates could apply their P7 and M2 evidence to examples of future events that are provided to them by the assessor. • For P8 and M3, candidates could be given a summary of the feedback received for a substantial business event, together with its success criteria. This could be from a real previous event or a fictional case study. • For P9, candidates could review the performance of a third-party who has provided support at a substantial business event. This could be provided as a detailed case study, video recording or role-play by an assessor.

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
<p>Unit 22: Delivering a business project</p>			<p>The guidance specifies that the project be substantial in both size and scope. For example: the project should take approximately 50 hours to plan, implement and review i.e. 50% of the unit.</p> <p>Ideas for a business project could include, but are not limited to, researching and launching a marketing campaign or arranging a sponsored event of a significant size for charity. Smaller-scale events are not recommended.</p>	<p><i>General guidance:</i></p> <p><i>In the present situation, centres will need to choose the project carefully. It should be one that is robust enough to cope with periods when candidates may not be able to meet face-to-face.</i></p> <p><i>Centres could choose projects that do not require much, if any, physical contact between candidates. For example, researching and launching a marketing campaign which takes place mostly online. Teaching could therefore include time for candidates to become familiar with remote team working and remote project management as well as the technologies used to support them.</i></p>

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Unit 22: Delivering a business project	LO1: Be able to scope a project	P1: Carry out primary and secondary research to inform the project	For P1, candidates must conduct primary and secondary research.	For P1, candidates need to conduct: <ul style="list-style-type: none"> • primary research, such as face-to-face questionnaires, interviews, focus groups, and • secondary research, such as internet, library. Some methods may not be possible. For example, candidates may not be able to distribute paper questionnaires or conduct face-to-face interviews. <p>If face-to-face contact is not possible, it will need to be replaced by alternative methods. For example, candidates could use focus groups where the maximum size and composition (plus observer/assessor) is within current limits.</p> Where necessary, assignments could be adapted. For example: <ul style="list-style-type: none"> • To enable candidates to choose appropriate research methods to use within class bubbles or family groups. • To enable candidates to choose appropriate remote technologies (such as online surveys or video-conferenced focus groups).

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Unit 22: Delivering a business project	LO2: Be able to collaborate to deliver a project	<p>P7: Outline your proposal for allocation of roles and responsibilities and collaborate with others to agree who does what</p> <p>P9: Demonstrate the ability to adapt behaviour for different roles and situations when collaborating to deliver the project</p> <p>P10: Demonstrate the ability to work collaboratively with others to achieve stated project goals</p> <p>P11: Liaise with project stakeholders in an appropriate and timely manner</p> <p>P12: Review and update progress against:</p> <ul style="list-style-type: none"> • own individual plan • project plan <p>and agree with others any proposed changes to the project plan</p>	For LO2, candidates have to collaborate with others including team-members and project stakeholders.	The unit does not specify that face-to-face communication is used, so candidates can communicate using remote technologies.
Unit 22: Delivering a business project		<p>P14: Select method(s), format(s) and timing for obtaining feedback and use your chosen method(s) and format(s) to collect it</p> <p>P15: Collate feedback collected from stakeholders and present your analysis in a form that is easily understood to summarise trends</p> <p>P17: Provide constructive feedback to project stakeholders on their performance</p>	For LO3, candidates have to collaborate with others including team-members and project stakeholders	The unit does not specify that face-to-face communication is used, so candidates can communicate using remote technologies.

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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