Your guide to the changes for 2021/2022

Following [Ofqual's consultation](#) on arrangements for the assessment of VTQs in 2021/22, we've reviewed units in our Cambridge Nationals and Cambridge Technicals being taken this academic year to provide specific guidance at unit level on changes to requirements or alternative approaches to producing work for assessment.

Our changes are designed so that teaching, learning and assessment can continue in the event of any further disruption as a result of a changing public health situation and to make sure that the learning outcomes and assessment criteria can, subject to the limitations of individual circumstances, still be met.

Please use the [specification and assignments](#) available on our website, alongside this document, to plan and carry out assessment in 2021-22.

Some of our guidance in this document refers to candidates completing tasks at home **as long as** enough measures are put in place to authenticate their work. We have produced a separate guide on [assessing learners work from home](#) to help you authenticate candidates' work.

Overview of arrangements for unit R012

The intention for the 2021/22 academic year is to return to assessment through examination for this unit, the examination sittings will be in January 2022 and May/June 2022 in line with normal practice for the course.

Internally assessed and externally moderated unit R013

For all internally assessed and externally moderated units, the assignment should ordinarily be completed within normal curriculum time, however, for reasons related to disruption caused by the pandemic, candidates may be allowed to work on the assignment from home if for example access to the normal classroom environment is restricted due to public health guidance.

Candidates are also allowed to submit work in a paper-based format. For moderation, evidence could either be scanned or posted using the /02 entry option. This would be applicable to assessment evidence produced for unit R013 assessment criteria 1b, 1c, 2b and 2c.

For some tasks, questioning may be considered, if based on existing guidelines in section 3.8.3 of the course specification.

For some tasks, observation or witness statements may be considered, if based on JCQ guidelines in the [Instructions for conducting non-examination assessments](#).

Other forms of presenting evidence may include podcast/vlog formats provided these are brief and concise enough to permit marking and moderation, a suggested time limit of 5 minutes per learning outcome should constrain submissions within manageable boundaries. Submissions in these formats should be accompanied by annotations in the unit recording sheet (URS) to identify key elements within the evidence response and their time code against criteria in the URS.

File formats for these submissions should comply with the suggested file formats in appendix A of the [course specification](#), on page 55, 56 and 57.

Overview of changes for unit R013

From summer 2021 a new assignment scenario on Progress Cyber Ltd has been published for unit R013 to replace the set assignment version on Progress Creative Cakes (PCC) which had been extended twice during the pandemic. This new scenario will be the only one accepted for moderation in the January 2022 assessment series.

For much of the assessment, candidates need access to hardware and software:

- to plan their IT system,

- to import and manipulate data within the system and

- to generate information outputs.

If candidates do not have access to equipment or software to build the IT system and produce outputs, the unit cannot be completed at any level. This has always been the case and continues to be.

If access to hardware and software is limited, candidates should focus on building the IT system and producing the required outputs (assessment criteria 1b, 1c, 2b and 2c). As they complete the tasks, they may need to ask for general feedback from teachers. Without direct supervision there is a real risk that candidates produce evidence that doesn't meet the assessment criteria.

Teachers can also discuss with students the choice of software they use for their IT system. For example, it could be a spreadsheet, database or combined approach. If time is short, teachers need to look at how candidates have responded to the teaching and learning in these areas and decide which application best suits the needs of each student.

For assessment criteria 1a, 2a and 3a, candidates must also produce an iterative review and a final project evaluation. For these tasks, candidates will use standard software, such as Microsoft Word or PowerPoint. They can complete these tasks at home **as long as** enough measures are put in place to authenticate their work.

What has changed	Detail
Tasks	There are no specific changes to the wording of assessment tasks.
Centre guidance/assessment guidance	For assessment criteria 1b, 1c, 2b, and 2c, the same guidance applies: - candidates should ordinarily produce the work under direct supervision, however, for reasons related to disruption caused by the pandemic, candidates may be allowed to work on the assignment from home if for example access to the normal classroom environment is restricted due to public health guidance. - Ordinarily all accounts should be locked between sessions, where candidates are producing work from home reasonable alternative authentication measures should be undertaken, where possible. For example, the teacher could have a professional discussion with the candidate to make sure the evidence produced is appropriately validated. Teachers should use active questioning to verify the planning approach and the candidate's evaluation of their system. The discussion could be recorded, or it could take place when the candidate returns to school. For the evaluation, the candidate will have produced the IT system either under direct supervision or remotely. This will enable the teacher to validate the types of evaluative statements made by the candidate.
Other documentation, e.g. witness statements	If candidates use an alternative approach to generating evidence for assessment criteria 1a, 2a and 3a, it's important that assessors consider all electronic documents, audio recordings and witness testimonies when internally assessing these assessment criteria.

What has changed	Detail
Considerations for moderation	If candidates use an alternative approach for generating evidence for 1a, 2a and 3a they will not be penalised, as long as the moderator has access to the electronic documents, audio recordings and witness testimonies. Moderators should also look at the alignment between: • the system and outputs created under supervision and • the planning and evaluative comments made by the candidate. Moderators would expect that these two areas are reasonably aligned when the evidence is internally assessed and externally moderated.

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.

These resources can be found on [the qualification page on our website](#).

Contact us

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