

# Assessment Arrangements for Occupational Studies, Entry Level and Vocational Qualifications in Summer 2021: Summary Document

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## Introduction

In September 2020 the Department of Education commissioned CCEA to look at how best to adapt Occupational Studies, Entry Level and Vocational qualifications in 2020/21 to take account of current public health requirements, lost learning time and potential further disruption, and to reduce the burden of assessment on students. CCEA subsequently launched a consultation on our initial proposals and on completion of the exercise, the findings and the associated advice were shared with the Department of Education for consideration.

On Thursday 26 November 2020, the Department of Education shared their response to the consultation. This document sets out the subject-specific changes that have resulted for CCEA's Occupational Studies, Entry Level and Vocational qualifications.

## Appendix A: Entry Level Qualifications

| Subject               | Proposed Public Health Adaptations  | Proposed Assessment Arrangements for Students Completing in 2021  |
|-----------------------|---|---|
| <b>Art and Design</b> | <b>None</b>   | <ul style="list-style-type: none"> <li>• The centre delivers content for 6 units.</li> <li>• The centre enters and submits levels for 6 units.</li> <li>• CCEA moderates <b>3 units</b> selected by the centre.</li> <li>• Qualification award based on 6 units.</li> </ul>   |
| <b>English</b>        | <b>None</b>   | <ul style="list-style-type: none"> <li>• The centre delivers content for 6 units.</li> <li>• The centre enters and submits levels for 6 units.</li> <li>• CCEA moderates <b>3 units</b> selected by the centre.</li> <li>• Qualification award based on 6 units.</li> </ul>   |
| <b>Geography</b>      | <b>None</b>   | <ul style="list-style-type: none"> <li>• The centre delivers content for 6 units, including 4 mandatory units.</li> <li>• The centre enters and submits levels for 6 units.</li> <li>• CCEA moderates <b>3 units</b> selected by the centre.</li> <li>• Qualification award based on 6 units.</li> </ul>                    |
| <b>History</b>        | <b>None</b>   | <ul style="list-style-type: none"> <li>• The centre delivers content for 6 units.</li> <li>• The centre enters and submits levels for 6 units.</li> <li>• CCEA moderates <b>3 units</b> selected by the centre.</li> <li>• Qualification award based on 6 units.</li> </ul>   |
| <b>Home Economics</b> | <p><b>Unit 1: Basic Food Preparation – Proposed adaptation</b></p> <p>Entry Level 1 requires the preparation of one simple dish, Entry Level 2 – two dishes and Entry Level 3 – four dishes.</p> <p>Propose reduction of Entry Level 3 to two dishes and Entry Level 2 to one dish.</p> <p><b>Units 2–18</b> – No adaptations are proposed for these units.</p> <p><b>Rationale:</b> There are three mandatory units (1, 11 and 15), and only Unit 1 requires</p> | <ul style="list-style-type: none"> <li>• The centre delivers content for 9 units: 3 mandatory units and 6 optional units.</li> <li>• The centre submits levels for 3 mandatory units plus 6 optional units.</li> <li>• CCEA moderates <b>3 mandatory units</b>.</li> <li>• Qualification award based on 9 units.</li> </ul> |

| Subject                           | Proposed Public Health Adaptations   | Proposed Assessment Arrangements for Students Completing in 2021   |
|-----------------------------------|--|--|
|                                   | adaptation on the grounds of public health advice due to reduced access for students to kitchen workspaces. The remaining 15 units are optional.   |  |
| <b>Learning for Life and Work</b> | <b>None</b>  | <ul style="list-style-type: none"> <li>• The centre delivers content for 6 units, including 1 from each area of LLW.</li> <li>• The centre enters and submits levels for 6 units.</li> <li>• CCEA moderates <b>3 units</b> selected by the centre.</li> <li>• Qualification award based on 6 units.</li> </ul> |
| <b>Mathematics</b>                | <b>None</b>  | <ul style="list-style-type: none"> <li>• The centre delivers content for 6 units.</li> <li>• The centre enters and submits levels for 6 units.</li> <li>• CCEA moderates <b>3 units</b> selected by the centre.</li> <li>• Qualification award based on 6 units.</li> </ul>                                    |
| <b>Physical Education</b>         | <p>Replace 'visiting moderation' with 'product-based moderation'. Centres will provide evidence as currently required but should submit this to CCEA for moderation.</p> <p><b>Rationale:</b> Removing visiting moderation will minimise unnecessary contact between teacher, moderators and students – 'decreased interaction'.</p> | <ul style="list-style-type: none"> <li>• The centre delivers content for 6 units, including 1 mandatory unit.</li> <li>• The centre enters and submits levels for 6 units.</li> <li>• CCEA moderates <b>3 units</b> selected by the centre.</li> <li>• Qualification award based on 6 units.</li> </ul>        |
| <b>Religious Studies</b>          | <b>None</b>  | <ul style="list-style-type: none"> <li>• The centre delivers content for 6 units.</li> <li>• The centre enters and submits levels for 6 units.</li> <li>• CCEA moderates <b>3 units</b> selected by the centre.</li> <li>• Qualification award based on 6 units.</li> </ul>                                    |
| <b>Science</b>                    | <p><b>Unit 1:</b> No adaptations are proposed for this unit.</p> <p><b>Units 2–7 – Proposed adaptation</b></p> <p>In the following criteria that refer to practical investigations,</p>  | <ul style="list-style-type: none"> <li>• The centre delivers content for 6 units.</li> <li>• The centre enters and submits levels for 6 units.</li> <li>• CCEA moderates <b>3 units</b> selected by the centre.</li> <li>• Qualification award based on 6 units.</li> </ul>                                    |

| Subject | Proposed Public Health Adaptations   | Proposed Assessment Arrangements for Students Completing in 2021 |
|---------|--|--|
|         | <p>students can collect evidence from watching demonstrations/appropriate video clips and recording evidence or by researching and evidencing how they would investigate the learning outcomes.</p> <p><b>Unit 2: Plants and Ecology</b><br/>                     Entry 1 (1.2, 1.3, 3.1)<br/>                     Entry 2 (1.5)<br/>                     Entry 3 (1.3, 1.4, 1.5, 3.3, 4.1)</p> <p><b>Unit 3: Chemical Products and Working Safely</b><br/>                     Entry 2 (1.4, 2.2, 3.1, 3.2)<br/>                     Entry 3 (1.3, 1.4, 3.3)</p> <p><b>Unit 4: Materials and Recycling</b><br/>                     Entry 2 (2.2)<br/>                     Entry 3 (1.2, 2.2, 2.3)</p> <p><b>Unit 5: Electricity and Renewable Energy</b><br/>                     Entry 2 (1.3)<br/>                     Entry 3 (1.2, 1.3, 1.4)</p> <p><b>Unit 6: Light and Sound</b><br/>                     Entry 1 (2.1, 2.2, 2.3)<br/>                     Entry 2 (2.2)<br/>                     Entry 3 (1.1, 1.3, 1.4, 3.2)</p> <p><b>Unit 7: Space Science</b><br/>                     Entry 1 (1.4, 2.1, 3.2)<br/>                     Entry 2 (1.2)</p> <p><b>Rationale:</b> For centres to meet the practical requirements, they would only have enough equipment if students can share equipment. Where possible we would advise centres can demonstrate practical activities so students can record results from the</p> |  |

| Subject  | Proposed Public Health Adaptations  | Proposed Assessment Arrangements for Students Completing in 2021  |
|--|---|---|
|  | <p>teacher demonstration using a digital microscope or camera linked to the whiteboard. However, some practicals could not be performed individually by students or groups of students when adhering to public health advice.</p>   |   |
| <p><b>Life Skills and Extended Life Skills</b></p> | <p><b>Unit 2: Using Shopping Facilities</b></p> <p>Requires students to be able to participate in a shopping trip.</p> <p><b>Propose role play accepted in place of shopping trip or evidence of shopping online.</b></p> <p><b>Rationale:</b> Public health guidance may impact students' ability to complete a class trip to a shop.</p> <p><b>Unit 3: Basic Food Preparation</b></p> <p>Entry Level 1 requires the preparation of one simple dish, Entry Level 2 – two dishes and Entry Level 3 requires the preparation of four simple dishes.</p> <p><b>Propose reduction of Entry Level 3 to two dishes and Entry Level 2 to one dish.</b></p> <p><b>Rationale:</b> Unit 3 is Unit 1 of ELQ Home Economics, and adaptations are in line with this. See above.</p> <p><b>All remaining units:</b> No adaptations are proposed.</p> | <p><b>Life Skills</b></p> <ul style="list-style-type: none"> <li>• The centre delivers content for 6 units.</li> <li>• The centre enters and submits levels for 6 units.</li> <li>• CCEA moderates <b>3 units</b> selected by the centre.</li> <li>• Qualification award based on 6 units.</li> </ul> <p><b>Extended Life Skills</b></p> <ul style="list-style-type: none"> <li>• The centre delivers content for 12 units.</li> <li>• The centre enters and submits levels for 12 units.</li> <li>• CCEA moderates <b>6 units</b> selected by the centre.</li> <li>• Qualification award based on 12 units.</li> </ul> |

| Subject  | Proposed Public Health Adaptations | Proposed Assessment Arrangements for Students Completing in 2021  |
|--|------------------------------------|---|
| <b>Modern Languages (Entry Level 2 and Entry Level 3, 40 Guided Learning Hours each)</b> | <b>None</b>                        | <ul style="list-style-type: none"> <li>• The centre delivers content for 4 units.</li> <li>• The centre enters and submits levels for 4 units.</li> <li>• CCEA moderates <b>2 units</b> selected by the centre.</li> <li>• Qualification award based on 4 units.</li> </ul> |

## Entry Level Occupational Studies

| ELQ Occupational Studies Thematic Area               | Proposed Public Health Adaptations   | Proposed Assessment Arrangements for Students Completing in 2021  |
|--|--|---|
| <b>Bench Joinery</b><br>Units 1, 2 and 3             | AO2 adaptations – Cutting timber: wood can be pre-cut for students and a demonstration from the teacher show how this can be done.   | <ul style="list-style-type: none"> <li>• The centre delivers content for 6 units.</li> <li>• The centre enters and submits levels for 6 units.</li> <li>• CCEA moderates <b>3 units</b> selected by the centre.</li> <li>• Qualification award based on 6 units.</li> </ul> |
| <b>Catering</b><br>Units 4, 5 and 6                  | Units 4 and 6 – No adaptations are proposed.<br>Unit 5 – AO2 adaptation for Entry Level 3 – Accept two different cooking methods by the candidates and one demonstration to satisfy the specification. |   |
| <b>Construction</b><br>Units 7, 8 and 9              | AO2 – Simplify expectations of the end product and allow for teacher demonstrations to ensure compliance with health and safety requirements.  |   |
| <b>Creative Crafts</b><br>Units 10, 11 and 12        | AO2 – Students produce two end products, and the third can be a demonstration by the teacher.  |   |
| <b>Drama</b><br>Units 13, 14 and 15                  | AO2 – Unit 15 only – Adapt requirement of audience to be two or more people to allow for peers of teaching staff to meet the requirements.   |   |
| <b>Digital Imaging</b><br>Units 16, 17 and 18        | No adaptations   |   |
| <b>Haircare</b><br>Units 19, 20 and 21               | No adaptations; students can use practice models and PPE in the specification.   |   |
| <b>Horticulture</b><br>Units 22, 23 and 24           | AO2 – Adaptation for Unit 24 only – No requirement for a plant sale. Role play or providing evidence of planning a plant sale is acceptable.   |   |
| <b>Hospitality</b><br>Units 25, 26 and 27            | AO2 – Units 25 and 27 – Role play acceptable instead of meeting and greeting customers and family.   |   |
| <b>ICT</b><br>Units 28, 29 and 30                    | No adaptations   |   |
| <b>Looking after Children</b><br>Units 31, 32 and 33 | Unit 33 – Accept three snacks with one demonstration from the teacher.   |   |

| <b>ELQ Occupational Studies Thematic Area</b>       | <b>Proposed Public Health Adaptations</b>  | <b>Proposed Assessment Arrangements for Students Completing in 2021</b> |
|---|--|---|
| <b>Music</b><br>Units 34, 35 and 36                 | Unit 3 AO2 – Adapt requirement of audience to be two or more people to allow for peers of teaching staff to meet the requirements.   |   |
| <b>Office Procedures</b><br>Units 37, 38 and 39     | No adaptations   |   |
| <b>Technology and Design</b> Units 40, 41 and 42    | Unit 41 adaptations – Students can observe a demonstration by a teacher of how to finish a product and this can be authenticated.<br><br>Unit 42 adaptations – Making a 3D model can be demonstrated to highlight knowledge, understanding and skills.   |   |
| <b>Total Beauty</b><br>Units 43, 44 and 45          | AO2 adaptations – Use demonstrations and models as this involves nail, skin and hair.  |   |
| <b>Vehicle</b><br>Units 46, 47 and 48               | Unit 46, 47 and 48 current criteria:<br>E1: Carry out one task with significant help.<br>E2: Carry out two tasks with some help.<br>E3: Carry out three tasks with little or no help.<br><br>Proposed change:<br>E1: Carry out <b>one</b> task with <b>significant</b> help.<br>E2 Carry out <b>one</b> task with <b>some</b> help.<br>E3: Carry out <b>two</b> tasks with <b>little or no</b> help. |   |
| <b>Working with Children</b><br>Units 49, 50 and 51 | No adaptations   |   |

## Appendix B: Vocationally Related Qualifications

| Level      | Subject  | Proposed Public Health Adaptations  | Proposed Assessment Arrangements for Students Completing in 2021  |
|------------|--|---|---|
| 3          | <b>Certificate of Personal Effectiveness (COPE)</b>      | None  | <ul style="list-style-type: none"> <li>The centre delivers content for 6 modules.</li> <li>The centre enters and submits levels for 6 modules.</li> <li>CCEA moderates portfolio of <b>3 modules</b> selected by the centre.</li> <li>Qualification award based on 6 modules.</li> </ul>          |
| 3          | <b>Classroom Assistants</b><br><br>6 units               | None  | <ul style="list-style-type: none"> <li>The centre delivers content for 6 units.</li> <li>The centre enters and submits levels for 6 units.</li> <li>CCEA moderates <b>3 units</b> selected by the centre.</li> <li>Qualification award based on 6 units.</li> </ul>                               |
| 1, 2 and 3 | <b>Creative Crafts</b><br><br>12 pathways<br><br>3 units | <p>Replace 'visiting moderation' with 'product-based moderation'. Centres will provide portfolio evidence, including photographic evidence, as currently required but should submit this to CCEA for moderation.</p> <p>For Unit 3 at all levels, where students must 'Create, present and review final item', accept 'Create, present and review final design intention/mock-up'.</p> <p><b>Rationale:</b> Removing visiting moderation will minimise unnecessary contact between teacher, moderators and students – 'decreased interaction'. Photographic evidence will be provided by centres, and moderators will</p> | <ul style="list-style-type: none"> <li>The centre delivers content for 3 units in one pathway.</li> <li>The centre enters and submits levels for 3 units in one pathway.</li> <li>CCEA moderates <b>2 units</b> selected by the centre.</li> <li>Qualification award based on 3 units.</li> </ul> |

| Level   | Subject   | Proposed Public Health Adaptations  | Proposed Assessment Arrangements for Students Completing in 2021   |
|---------|---|---|--|
|         |   | <p>assess the work on a pass/fail basis.</p> <p>Removing the requirement for a final product is due to the requirement to maintain 1 metre between students and because cleaning of equipment may reduce access to workshops/specialist equipment.</p>  |  |
| 1 and 2 | <p><b>Employability Skills</b></p> <p>4 units</p> | None  | <ul style="list-style-type: none"> <li>• The centre delivers content for 4 units: 2 from Group A and 2 from Group B.</li> <li>• The centre enters and submits levels for 4 units.</li> <li>• CCEA moderates <b>2 units</b> selected by the centre.</li> <li>• Qualification award based on 4 units.</li> </ul> |
| 1 and 2 | <p><b>Modern Languages</b></p> <p>4 units</p>     | None  | <ul style="list-style-type: none"> <li>• The centre delivers content for 4 units.</li> <li>• The centre enters and submits levels for 4 units.</li> <li>• CCEA moderates <b>2 units</b> selected by the centre.</li> <li>• Qualification award based on 4 units.</li> </ul>                                    |
| 1 and 2 | <p><b>Performance Skills</b></p> <p>3 units</p>   | <p>Replace 'visiting moderation' with 'product-based moderation'. Centres will provide portfolio evidence, including recordings of performances, as currently required but should submit this to CCEA for moderation.</p> <p><b>Rationale:</b> Removing visiting moderation will minimise unnecessary contact between teacher, moderators and students – 'decreased interaction'.</p> | <ul style="list-style-type: none"> <li>• The centre delivers content for 3 units.</li> <li>• The centre enters and submits levels for 3 units.</li> <li>• CCEA moderates <b>2 units</b> selected by the centre.</li> <li>• Qualification award based on 3 units.</li> </ul>                                    |

| Level   | Subject   | Proposed Public Health Adaptations | Proposed Assessment Arrangements for Students Completing in 2021  |
|---------|---|------------------------------------|---|
| 1 and 2 | <b>Preparation for Adult Life</b><br><br>13 units                       | None                               | <b>Award</b> <ul style="list-style-type: none"> <li>• The centre delivers content for 6 units: 2 units from each group (Citizenship, Employability, and Personal and Social Development).</li> <li>• The centre enters and submits levels for 6 units.</li> <li>• CCEA moderates <b>3 units</b> selected by the centre.</li> <li>• Qualification award based on 6 units.</li> </ul> <b>Certificate</b> <ul style="list-style-type: none"> <li>• The centre delivers content for 13 units.</li> <li>• The centre enters and submits levels for 13 units.</li> <li>• CCEA moderates <b>7 units</b> selected by the centre.</li> <li>• Qualification award based on 13 units.</li> </ul> |
| 1       | <b>Personal Money Management</b><br><br>1 unit                          | None                               | No changes  |
| 2       | <b>Space Science Technology</b><br><br>3 mandatory units and 3 optional | None                               | <ul style="list-style-type: none"> <li>• The centre delivers content for 6 units including 3 mandatory units.</li> <li>• The centre enters and submits levels for 6 units.</li> <li>• CCEA moderates <b>3 units</b> selected by the centre.</li> <li>• Qualification award based on 6 units.</li> </ul>   |
| 1 and 2 | <b>Substance Misuse Awareness</b>                                       | None                               | <ul style="list-style-type: none"> <li>• The centre delivers content for 4 units including 3 mandatory units.</li> </ul>  |

| Level      | Subject   | Proposed Public Health Adaptations | Proposed Assessment Arrangements for Students Completing in 2021   |
|------------|---|------------------------------------|--|
|            | 3 mandatory units and 1 optional unit   |                                    | <ul style="list-style-type: none"> <li>• The centre enters and submits levels for 4 units.</li> <li>• CCEA moderates <b>2 units</b> selected by the centre.</li> <li>• Qualification award based on 4 units.</li> </ul>  |
| 1, 2 and 3 | <p><b>Understanding Business Enterprise</b></p> <p>Level 1:<br/>3 units</p> <p>Level 2:<br/>4 mandatory units and 1 optional</p> <p>Level 3:<br/>3 mandatory units and 2 optional</p> | None                               | <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• The centre delivers content for 3 units.</li> <li>• The centre enters and submits levels for 3 units.</li> <li>• CCEA moderates <b>2 units</b> selected by the centre.</li> <li>• Qualification award based on 3 units.</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• The centre delivers content for 5 units including 4 mandatory units.</li> <li>• The centre enters and submits levels for 5 units.</li> <li>• CCEA moderates <b>3 units</b> selected by the centre.</li> <li>• Qualification award based on 5 units.</li> </ul> <p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• The centre delivers content for 5 units including 3 mandatory units.</li> <li>• The centre enters and submits levels for 5 units.</li> <li>• CCEA moderates <b>3 units</b>, 2 mandatory units and 1 other selected by the centre.</li> <li>• Qualification award based on 5 units.</li> </ul> |

| Level   | Subject   | Proposed Public Health Adaptations  | Proposed Assessment Arrangements for Students Completing in 2021   |
|---------|---|---|--|
| 1 and 2 | <p><b>Understanding Business Enterprise with Languages and Tourism</b></p> <p>Level 1: 8 units</p> <p>Level 2: 10 units</p> | None  | <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• The centre delivers content for 8 units.</li> <li>• The centre submits levels for 8 units.</li> <li>• CCEA moderates <b>4 units</b> selected by the centre.</li> <li>• Qualification award based on 8 units.</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• The centre delivers content for 10 units.</li> <li>• The centre submits levels for 10 units.</li> <li>• CCEA moderates <b>5 units</b> selected by the centre.</li> <li>• Qualification award based on 10 units.</li> </ul> |
| 1       | <p><b>Working in the Creative Crafts Industry</b></p> <p>10 mandatory units</p>   | <p>This qualification comprises 10 mandatory units drawn from three qualifications:</p> <ul style="list-style-type: none"> <li>• 3 from Creative Crafts;</li> <li>• 4 from Employability; and</li> <li>• 3 from Understanding Business Enterprise.</li> </ul> <p>See these individual qualifications for details of the proposed adaptations.</p> | <ul style="list-style-type: none"> <li>• The centre delivers content for 10 units.</li> <li>• The centre enters and submits levels for 5 units.</li> <li>• CCEA moderates <b>5 units</b> selected by the centre.</li> <li>• Qualification award based on 10 units.</li> </ul>  |
| 2       | <p><b>Working in the Creative Crafts Industry</b></p> <p>11 mandatory units</p>   | <p>This qualification comprises 11 mandatory units drawn from three qualifications:</p> <ul style="list-style-type: none"> <li>• 3 from Creative Crafts;</li> <li>• 3 from Employability; and</li> <li>• 5 from Understanding Business Enterprise.</li> </ul> <p>See these individual qualifications for details of the proposed adaptations.</p> | <ul style="list-style-type: none"> <li>• The centre delivers content for 11 units.</li> <li>• The centre enters and submits levels for 6 units.</li> <li>• CCEA moderates <b>6 units</b> selected by the centre.</li> <li>• Qualification award based on 11 units.</li> </ul>  |

## Appendix C: Occupational Studies Levels 1 and 2

| Occupational Area: Business and Services   |   |  |
|--|---|--|
| Unit   | Proposed Public Health Adaptations  | Proposed Assessment Arrangements for Students Completing in 2021   |
| <b>Unit 1<br/>Childcare:<br/>the Play<br/>Environment</b>                        | <p><b>Current requirements</b><br/>In AO2 students are assessed on their ability to 'set up a book corner' in a play environment for children and '<i>Demonstrate excellent/very good/good ability to set up a book corner</i>'.</p> <p><b>Proposal</b><br/>Accept a teacher demonstration of a book corner and student floorplan/design to indicate their intentions.</p> <p><b>Rationale</b><br/>This is to enable centres to deliver the specification in line with any public health requirements.</p>  | <ul style="list-style-type: none"> <li>• The centre delivers content and practical experiences for 2 units.</li> <li>• The centre enters and submits levels for 2 units.</li> <li>• CCEA moderates <b>1 unit</b> selected by the centre.</li> <li>• Qualification award based on 2 units.</li> </ul> |
| <b>Unit 2<br/>Communication<br/>in an Office or<br/>Business<br/>Environment</b> | No adaptations  |  |
| <b>Unit 3<br/>Contemporary<br/>Cuisine</b>                                       | <p><b>Current requirements</b><br/>'Learners should prepare and cook four dishes from each of Sections 2, 3 and 4, but only <b>two</b> products from each section will be formally observed and assessed. Learners should record in their diaries evidence of having prepared a range of dishes.'</p> <p><b>Proposal</b><br/>Two products from each section will remain formally assessed. Students will record in their diaries evidence of having prepared dishes and observed teacher demonstrations of two main dishes.</p> <p><b>Rationale</b><br/>This is to reduce the repeated assessment of a practical skill but maintain assessment of practical competency to enable centres to deliver the specification requirements and adhere to social distancing guidance.</p> <p>Existing assessment criteria should be applied to one practical assessment.</p> |  |

| <b>Occupational Area: Business and Services</b>                 |  |   |
|---|--|---|
| <b>Unit</b>   | <b>Proposed Public Health Adaptations</b>  | <b>Proposed Assessment Arrangements for Students Completing in 2021</b> |
| <b>Unit 4<br/>Creative Styling Using Blow-Drying Techniques</b> | <p><b>Current requirements</b><br/>Two assessments are required which should include two different styles, one for long straight hair and one for short hair with volume or body.</p> <p><b>Proposal</b></p> <ul style="list-style-type: none"> <li>• In line with public health requirements, students are still assessed in one assessment task using a practice model or peer and observe a teacher demonstration for the second.</li> <li>• An oral/written questionnaire to check students' knowledge and understanding is acceptable to evidence the second but does not form part of assessment of AO2.</li> <li>• AO2 assessment criteria for <i>practical</i> should be applied to one practical assessment.</li> <li>• AO1 and AO3 assessment criteria should be applied to both tasks. Task evaluation should be applied to teacher demonstration through a self-reflective statement about the learning process and observations.</li> </ul> <p><b>Rationale</b><br/>This is to reduce the repeated assessment of a practical skill but maintain assessment of practical competency to enable centres to deliver the specification requirements and adhere to social distancing guidance.<br/><br/>Existing assessment criteria should be applied to one practical assessment.</p> |   |
| <b>Unit 5<br/>Customer Service</b>                              | No adaptations   |   |
| <b>Unit 6<br/>Facial Skincare</b>                               | <p><b>Current requirements</b><br/>Students should carry out two assessment tasks, using two different clients.</p> <p><b>Proposal</b></p> <ul style="list-style-type: none"> <li>• In line with public health requirements, students are still assessed in one assessment task on a practice model and</li> </ul>   |   |

| Occupational Area: Business and Services  |  |  |
|---|--|--|
| Unit                                      | Proposed Public Health Adaptations   | Proposed Assessment Arrangements for Students Completing in 2021 |
|   | <p>observe a teacher demonstration for the second.</p> <ul style="list-style-type: none"> <li>• An oral/written questionnaire to check students' knowledge and understanding is acceptable to evidence the second but does not form part of assessment of AO2.</li> <li>• AO2 assessment criteria for <i>practical</i> should be applied to one practical assessment.</li> <li>• AO1 and AO3 assessment criteria should be applied to both tasks. Task evaluation should be applied to teacher demonstration through a self-reflective statement about the learning process and observation.</li> </ul> <p><b>Rationale</b><br/>This is to reduce the repeated assessment of a practical skill but maintain assessment of practical competency to enable centres to deliver the specification requirements and adhere to social distancing guidance.</p> |  |
| <b>Unit 7<br/>Logistics and Transport</b> | Due to public health advice, group work may not take place. The proposal is to accept, if necessary, use of archive data for traffic survey; students still plan and analyse the data collected.   |  |
| <b>Unit 8<br/>Manicure and Nail Art</b>   | <p><b>Current requirements</b><br/>Clients could be from within the peer group, and parental consent should be obtained if required. Two assessments are required for this unit. One assessment should demonstrate manicure skills and the second assessment should demonstrate nail enamelling skills and nail art design techniques.</p> <p><b>Proposal</b></p> <ul style="list-style-type: none"> <li>• In line with public health requirements, students are still assessed in one assessment task on manicure <b>and</b> nail art or observe a teacher demonstration for the second.</li> <li>• An oral/written questionnaire to check students' knowledge and understanding is</li> </ul>  |  |

| Occupational Area: Business and Services   |  |  |
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| Unit   | Proposed Public Health Adaptations   | Proposed Assessment Arrangements for Students Completing in 2021 |
|  | <p>acceptable to evidence the second but does not form part of assessment of AO2.</p> <ul style="list-style-type: none"> <li>• AO2 assessment criteria for <i>practical</i> should be applied to one practical assessment.</li> <li>• AO1 and AO3 assessment criteria should be applied to both tasks. Task evaluation should be applied to teacher demonstration through a self-reflective statement about the learning process and observation.</li> </ul> <p><b>Rationale</b><br/>This is to reduce the repeated assessment of a practical skill but maintain assessment of practical competency to enable centres to deliver the specification requirements and adhere to social distancing guidance.</p>  |  |
| <p><b>Unit 9<br/>Modern Office Procedures</b></p> <p><b>Unit 10<br/>Modern Retailing</b></p> | <p>AO2 – The use of visiting speakers and industrial visits could be replaced by role play, use of the web, demonstrations and visual aids.</p>  |  |
| <p><b>Unit 11<br/>Patisserie and Baking</b></p>  | <p><b>Current requirements</b></p> <ul style="list-style-type: none"> <li>• Students should participate in all aspects of the unit and should provide evidence of having prepared a range of products from each of Sections 2, 3 and 4.</li> <li>• Only two products from each section will be formally observed and assessed.</li> </ul> <p><b>Proposal</b></p> <ul style="list-style-type: none"> <li>• In line with public health requirements, students are still assessed in two products from Sections 2 and 3 and observe teacher demonstrations for products from Section 4.</li> <li>• Teacher demonstration of Cake and Biscuits will be evidenced by an oral/written questionnaire to check students' knowledge and understanding but will not form part of AO2 assessment.</li> <li>• AO1 and AO3 assessment criteria should be applied to all practical assessments and observations. Task evaluation should</li> </ul> |  |

| Occupational Area: Business and Services                                |  |  |
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| Unit  | Proposed Public Health Adaptations   | Proposed Assessment Arrangements for Students Completing in 2021 |
|   | <p>be applied to teacher demonstration through a self-reflective statement about the learning process and observation.</p> <p><b>Rationale</b><br/>This is to reduce the repeated assessment of a practical skill but maintain assessment of practical competency to enable centres to deliver the specification requirements and adhere to social distancing guidance, which may reduce students' access to kitchen and equipment.</p>  |  |
| <p><b>Unit 12</b><br/><b>Shampooing and Conditioning Treatments</b></p> | <p><b>Current requirements</b><br/>Two practical assessments are required for this unit. One is shampooing and conditioning short hair, and the other is shampooing and conditioning long hair.</p> <p><b>Proposal</b></p> <ul style="list-style-type: none"> <li>• In line with public health requirements, students are still assessed in one assessment task and observe a teacher demonstration for the second.</li> <li>• An oral/written questionnaire to check students' knowledge and understanding is acceptable to evidence the second but does not form part of assessment of AO2.</li> <li>• AO2 assessment criteria for <i>practical</i> should be applied to one practical assessment.</li> <li>• AO1 and AO3 assessment criteria should be applied to both tasks. Task evaluation should be applied to teacher demonstration through a self-reflective statement about the learning process and observations.</li> </ul> <p><b>Rationale</b><br/>This is to reduce the repeated assessment of a practical skill but maintain assessment of practical competency to enable centres to deliver the specification requirements and adhere to social distancing guidance.</p> |  |
| <p><b>Unit 13</b><br/><b>The Physical Care of Babies</b></p>            | <p>AO2 – Use of outside agencies could be replaced by use of the web and visual aids.</p>  |  |

| <b>Occupational Area: Business and Services</b>              |  |   |
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| <b>Unit</b>  | <b>Proposed Public Health Adaptations</b>  | <b>Proposed Assessment Arrangements for Students Completing in 2021</b> |
| <b>Unit 14<br/>Using Office Technology</b>                   | No adaptations   |   |
| <b>Unit 15<br/>Vehicle Servicing and Valeting Operations</b> | <p><b>Current requirements</b><br/>Two practical assessment tasks should be carried out, including one vehicle service task and one vehicle valeting task.</p> <p><b>Proposal</b></p> <ul style="list-style-type: none"> <li>• In line with public health requirements, students are still assessed in one assessment task and observe a teacher demonstration for the second.</li> <li>• An oral/written questionnaire to check students' knowledge and understanding is acceptable to evidence the second but does not form part of assessment of AO2.</li> <li>• AO2 assessment criteria for <i>practical</i> should be applied to one practical assessment.</li> <li>• AO1 and AO3 assessment criteria should be applied to both tasks. Task evaluation should be applied to teacher demonstration through a self-reflective statement about the learning process and observations.</li> </ul> <p><b>Rationale</b><br/>This is to enable centres to deliver the specification requirements and adhere to social distancing guidance, which may reduce access to vehicles/workshops and use of tools and materials.</p> |   |

| <b>Occupational Area: Construction</b>         |   |  |
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| <b>Unit</b>                                    | <b>Proposed Public Health Adaptations</b>   | <b>Proposed Assessment Arrangements for Students Completing in 2021</b>  |
| <p><b>Unit 16<br/>Bench Joinery</b></p>        | <p><b>Current requirements</b><br/>Appropriate tasks for assessment evidence include the construction of a coffee table, a book shelf or a chair. Only one item is required to be made.</p> <p><b>Proposal</b></p> <ul style="list-style-type: none"> <li>• In line with public health requirements, one joint is cut out by the student in the construction of the final product and they observe a teacher demonstration for the rest.</li> <li>• Assessment of all AOs remains the same.</li> </ul> <p><b>Rationale</b><br/>This is to reduce the repeated assessment of a practical skill but maintain assessment of practical competency to enable centres to deliver the specification requirements and adhere to social distancing guidance.</p> <p>Existing assessment criteria should be applied to one practical assessment.</p>        | <ul style="list-style-type: none"> <li>• The centre delivers content and practical experiences for 2 units.</li> <li>• The centre enters and submits levels for 2 units.</li> <li>• CCEA moderates <b>1 unit</b> selected by the centre.</li> <li>• Qualification award based on 2 units.</li> </ul> |
| <p><b>Unit 17<br/>Brick and Block Work</b></p> | <p><b>Current requirements</b><br/>Two assessment tasks should be carried out – one for a brick wall and one for a block wall.</p> <p><b>Proposal</b></p> <ul style="list-style-type: none"> <li>• In line with public health requirements, students are still assessed in one assessment task and observe a teacher demonstration for the second.</li> <li>• An oral/written questionnaire to check students' knowledge and understanding is acceptable to evidence the second but does not form part of assessment of AO2.</li> <li>• AO2 assessment criteria should be applied to one practical assessment.</li> <li>• AO1 and AO3 assessment criteria should be applied to both tasks. Task evaluation should be applied to teacher demonstration through a self-reflective statement about the learning process and observations.</li> </ul> |  |

| Occupational Area: Construction                 |   |  |
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| Unit  | Proposed Public Health Adaptations  | Proposed Assessment Arrangements for Students Completing in 2021 |
|   | <p><b>Rationale</b><br/>This is to reduce the repeated assessment of a practical skill but maintain assessment of practical competency to enable centres to deliver the specification requirements and adhere to social distancing guidance, which may reduce access to workshops/use of tools and materials.</p>   |  |
| <p><b>Unit 18<br/>Carpentry and Joinery</b></p> | <p><b>Current requirements</b><br/>Students manufacture a carpentry or joinery item.</p> <p><b>Proposal</b></p> <ul style="list-style-type: none"> <li>• In line with public health requirements, students manufacture a carpentry or joinery item using some pre-cut wood and observe a teacher demonstration of cutting.</li> <li>• All AOs should still be applied to the task.</li> </ul> <p><b>Rationale</b><br/>This is to enable centres to deliver the specification requirements and adhere to social distancing guidance, which may reduce access to workshops/use of tools and materials.</p>  |  |
| <p><b>Unit 19<br/>Hard Landscaping</b></p>      | <p><b>Current requirements</b><br/>Three assessment tasks should be carried out – one each for brick paving, screed path, and set of steps with flag finish.</p> <p><b>Proposal</b></p> <ul style="list-style-type: none"> <li>• In line with public health requirements, students are still assessed in two products from Sections 2 and 3 and observe teacher demonstrations for a third.</li> <li>• Teacher demonstration of the third task will be evidenced by students' oral/written questionnaire to check knowledge and understanding but will not form part of AO2 assessment.</li> <li>• AO1 and AO3 assessment criteria should be applied to all practical assessments and observations. Task evaluation should be applied to teacher demonstration</li> </ul> |  |

| Occupational Area: Construction            |  |  |
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| Unit                                       | Proposed Public Health Adaptations   | Proposed Assessment Arrangements for Students Completing in 2021 |
|  | <p>through a self-reflective statement about the learning process and observation.</p> <p><b>Rationale</b><br/>This is to enable centres to deliver the specification requirements and adhere to social distancing guidance, which may reduce access to workshops/use of tools and materials.</p>  |  |
| <b>Unit 20<br/>Painting and Decorating</b> | <p><b>Current requirements</b><br/>One task is required to gather evidence for the unit requirements.</p> <p><b>Proposal</b></p> <ul style="list-style-type: none"> <li>• In line with public health requirements, teachers may pre-cut around panels in a door and around a window frame to reduce the time required for students to access workshops/materials.</li> <li>• Assessment of all AOs remains the same.</li> </ul> <p><b>Rationale</b><br/>This is to enable centres to deliver the specification requirements and adhere to social distancing guidance, which may reduce access to vehicles/workshops and use of tools and materials.</p>              |  |
| <b>Unit 21<br/>Plastering</b>              | AO2 adaptations – Use pre-made mortar and scale down the areas to be plastered.  |  |
| <b>Unit 22<br/>Plumbing</b>                | <p><b>Current requirements</b><br/>Three assessments are required, one each for copper, mild steel and polybutylene.</p> <p><b>Proposal</b></p> <ul style="list-style-type: none"> <li>• In line with public health requirements, students are still assessed in two tasks and observe teacher demonstrations for a third.</li> <li>• Teacher demonstration of the third task will be evidenced by students' oral/written questionnaire to check knowledge and understanding but will not form part of AO2 assessment.</li> <li>• AO1 and AO3 assessment criteria should be applied to all practical assessments and observations. Task evaluation should</li> </ul> |  |

| Occupational Area: Construction         |   |  |
|---|---|--|
| Unit                                    | Proposed Public Health Adaptations  | Proposed Assessment Arrangements for Students Completing in 2021 |
|   | <p>be applied to teacher demonstration through a self-reflective statement about the learning process and observation.</p> <p><b>Rationale</b><br/>This is to enable centres to deliver the specification requirements and adhere to social distancing guidance, which may reduce access to workshops/use of tools and materials.</p>   |  |
| <p><b>Unit 23</b><br/><b>Tiling</b></p> | <p><b>Current requirements</b><br/>Two assessment tasks should be completed, for example tile an area of wall and tile an area of floor.</p> <p><b>Proposal</b></p> <ul style="list-style-type: none"> <li>• In line with public health requirements, students are still assessed in one assessment task and observe a teacher demonstration for the second.</li> <li>• An oral/written questionnaire to check students' knowledge and understanding is acceptable to evidence the second but does not form part of assessment of AO2.</li> <li>• AO2 assessment criteria should be applied to one practical assessment.</li> <li>• AO1 and AO3 assessment criteria should be applied to both tasks. Task evaluation should be applied to teacher demonstration through a self-reflective statement about the learning process and observations.</li> </ul> <p><b>Rationale</b><br/>This is to reduce the repeated assessment of a practical skill but maintain assessment of practical competency to enable centres to deliver the specification requirements and adhere to social distancing guidance, which may reduce access to workshops/use of tools and materials.</p> |  |

| Occupational Area: Design and Creativity                    |  |  |
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| Unit  | Proposed Public Health Adaptations   | Proposed Assessment Arrangements for Students Completing in 2021   |
| <b>Unit 24<br/>Contemporary Cuisine</b>                     | See <b>Business and Services Unit 3</b> for details.   | <ul style="list-style-type: none"> <li>• The centre delivers content and practical experiences for 2 units.</li> <li>• The centre enters and submits levels for 2 units.</li> <li>• CCEA moderates <b>1 unit</b> selected by the centre.</li> <li>• Qualification award based on 2 units.</li> </ul> |
| <b>Unit 25<br/>Creative Hair Styling on Long Hair</b>       | <p><b>Current requirements</b><br/>Two assessments are required. These assessments will involve dressing the hair into two distinctively different upstyles using the range of upstyle techniques – plaiting, fishtails, twisting, curling, knotting, looping and rolling. Where needed, hair extensions and/or ornamentation may be added to enhance the finished look.</p> <p><b>Proposal</b></p> <ul style="list-style-type: none"> <li>• In line with public health requirements, students are still assessed in one assessment task/upstyle and observe a teacher demonstration for the second.</li> <li>• An oral/written questionnaire to check students’ knowledge and understanding is acceptable to evidence the second but does not form part of assessment of AO2.</li> <li>• AO2 assessment criteria should be applied to one practical assessment.</li> <li>• AO1 and AO3 assessment criteria should be applied to both tasks. Task evaluation should be applied to teacher demonstration through a self-reflective statement about the learning process and observations.</li> </ul> <p><b>Rationale</b><br/>This is to reduce the repeated assessment of a practical skill but maintain assessment of practical competency to enable centres to deliver the specification requirements and adhere to social distancing guidance.</p> |  |
| <b>Unit 26<br/>Creative Hair Styling Setting Techniques</b> | <p><b>Current requirements</b><br/>Two assessments are required which should demonstrate the range of knowledge and skills described in the unit content. The assessments must involve client consultations (possibly a client from the peer group) and should include setting the hair using rollers with pins, pin-curl clips, Velcro</p>  |  |

| <b>Occupational Area: Design and Creativity</b>                  |   |   |
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| <b>Unit</b>  | <b>Proposed Public Health Adaptations</b>   | <b>Proposed Assessment Arrangements for Students Completing in 2021</b> |
|  | <p>rollers, heated rollers, tongs and straighteners.</p> <p><b>Proposal</b></p> <ul style="list-style-type: none"> <li>• In line with public health requirements, students are still assessed in one assessment task and observe a teacher demonstration for the second.</li> <li>• An oral/written questionnaire to check students' knowledge and understanding is acceptable to evidence the second but does not form part of assessment of AO2.</li> <li>• AO2 assessment criteria should be applied to one practical assessment.</li> <li>• AO1 and AO3 assessment criteria should be applied to both tasks. Task evaluation should be applied to teacher demonstration through a self-reflective statement about the learning process and observations.</li> </ul> <p><b>Rationale</b></p> <p>This is to reduce the repeated assessment of a practical skill but maintain assessment of practical competency to enable centres to deliver the specification requirements and adhere to social distancing guidance.</p> |   |
| <b>Unit 27<br/>Creative Styling using Blow-Drying Techniques</b> | See <b>Business and Services Unit 4</b> for details.  |   |
| <b>Unit 28<br/>Enterprise Crafts</b>                             | No adaptations  |   |
| <b>Unit 29<br/>Graphic Design</b>                                | No adaptations  |   |
| <b>Unit 30<br/>Interior Design</b>                               | No adaptations  |   |
| <b>Unit 31<br/>Patisserie and Baking</b>                         | See <b>Business and Services Unit 11</b> for details.   |   |
| <b>Unit 32<br/>Specialised Crafts</b>                            | No adaptations  |   |

| <b>Occupational Area: Design and Creativity</b> |   |   |
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| <b>Unit</b>                                     | <b>Proposed Public Health Adaptations</b>   | <b>Proposed Assessment Arrangements for Students Completing in 2021</b> |
| <b>Unit 33<br/>Textile and Fashion Design</b>   | No adaptations  |   |
| <b>Unit 34<br/>Total Beauty</b>                 | <p><b>Current requirements</b><br/>Two assessments are required for this unit. Examples of these could be applying make-up and creating two significantly different looks on two different clients.</p> <p><b>Proposal</b></p> <ul style="list-style-type: none"> <li>• In line with public health requirements, students are still assessed in one assessment task – one make-up look – and observe a teacher demonstration for the second make-up look.</li> <li>• An oral/written questionnaire to check students' knowledge and understanding is acceptable to evidence the second but does not form part of assessment of AO2.</li> <li>• AO2 assessment criteria should be applied to one practical assessment.</li> <li>• AO1 and AO3 assessment criteria should be applied to both tasks. Task evaluation should be applied to teacher demonstration through a self-reflective statement about the learning process and observations.</li> </ul> <p><b>Rationale</b><br/>This is to reduce the repeated assessment of a practical skill but maintain assessment of practical competency to enable centres to deliver the specification requirements and adhere to social distancing guidance.</p> |   |
| <b>Unit 35<br/>Website Development</b>          | No adaptations  |   |

| <b>Occupational Area: Engineering and Engineering Services</b>             |  |  |
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| <b>Unit</b>  | <b>Proposed Public Health Adaptations</b>  | <b>Proposed Assessment Arrangements for Students Completing in 2021</b>  |
| <p><b>Unit 36</b><br/><b>Basic Fast-Fit Operations</b></p>                 | <p><b>Current requirements</b><br/>Students should undertake a minimum of <b>four</b> assessment tasks from the practical tasks listed in Section 4. There are 12 practical tasks.</p> <p><b>Proposal</b></p> <ul style="list-style-type: none"> <li>• In line with public health requirements, students are still assessed in three assessment tasks and observe teacher demonstrations for the fourth.</li> <li>• An oral/written questionnaire to check students' knowledge and understanding is acceptable to evidence the fourth but does not form part of assessment of AO2.</li> <li>• AO2 assessment criteria for <i>practical</i> should be applied to the three practical assessments.</li> <li>• AO1 and AO3 assessment criteria should be applied to four tasks.</li> </ul> <p><b>Rationale</b><br/>This is to enable centres to deliver the specification requirements and adhere to social distancing guidance, which may reduce access to workshops/use of tools and materials.</p> | <ul style="list-style-type: none"> <li>• The centre delivers content and practical experiences for 2 units.</li> <li>• The centre enters and submits levels for 2 units.</li> <li>• CCEA moderates <b>1 unit</b> selected by the centre.</li> <li>• Qualification award based on 2 units.</li> </ul> |
| <p><b>Unit 37</b><br/><b>Basic Vehicle Body Components and Fitting</b></p> | <p><b>Current requirements</b><br/><b>Four</b> practical assessment tasks should be carried out, selected from those tasks listed in Section 4. Section 4 lists six tasks that students should be able to carry out.</p> <p><b>Proposal</b></p> <ul style="list-style-type: none"> <li>• In line with public health requirements, students are still assessed in three assessment tasks and observe teacher demonstrations for the fourth.</li> <li>• An oral/written questionnaire to check students' knowledge and understanding is acceptable to evidence the fourth but does not form part of assessment of AO2.</li> <li>• AO2 assessment criteria for <i>practical</i> should be applied to the three practical assessments.</li> <li>• AO1 and AO3 assessment criteria should be applied to four tasks.</li> </ul>  |  |

| <b>Occupational Area: Engineering and Engineering Services</b> |   |   |
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| <b>Unit</b>  | <b>Proposed Public Health Adaptations</b>   | <b>Proposed Assessment Arrangements for Students Completing in 2021</b> |
|  | <p><b>Rationale</b><br/>This is to enable centres to deliver the specification requirements and adhere to social distancing guidance, which may reduce access to workshops/use of tools and materials.</p>  |   |
| <b>Unit 38<br/>Computer Aided Design</b>                       | No adaptations  |   |
| <b>Unit 39<br/>Electronic Circuit Construction</b>             | <p><b>Current requirements</b><br/>Two practical assessment tasks should be carried out.</p> <p><b>Proposal</b></p> <ul style="list-style-type: none"> <li>• In line with public health requirements, students are still assessed in one assessment task that should provide opportunities for them to be stretched and challenged, and they observe a teacher demonstration for the second task.</li> <li>• An oral/written questionnaire to check students' knowledge and understanding is acceptable to evidence the second but does not form part of assessment of AO2.</li> <li>• AO2 assessment criteria should be applied to one practical assessment.</li> <li>• AO1 and AO3 assessment criteria should be applied to both tasks. Task evaluation should be applied to teacher demonstration through a self-reflective statement about the learning process and observations when demonstrating their skills in line with this specification.</li> </ul> <p><b>Rationale</b><br/>This is to reduce the repeated assessment of a practical skill but maintain assessment of practical competency to enable centres to deliver the specification requirements and adhere to social distancing guidance.</p> |   |

| <b>Occupational Area: Engineering and Engineering Services</b> |  |   |
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| <b>Unit</b>  | <b>Proposed Public Health Adaptations</b>  | <b>Proposed Assessment Arrangements for Students Completing in 2021</b> |
| <b>Unit 40<br/>Electrical<br/>Wiring<br/>Installation</b>      | <p><b>Current requirements</b><br/>Three assessment tasks should be carried out to cover the unit requirements.</p> <p><b>Proposal</b></p> <ul style="list-style-type: none"> <li>• In line with public health requirements, students are still assessed in two assessment tasks that should provide opportunities for them to be stretched and challenged, and they observe a teacher demonstration for the third task.</li> <li>• An oral/written questionnaire to check students' knowledge and understanding is acceptable to evidence the third but does not form part of assessment of AO2.</li> <li>• AO2 assessment criteria should be applied to two assessment tasks.</li> <li>• AO1 and AO3 assessment criteria should be applied to both tasks. Task evaluation should be applied to teacher demonstration through a self-reflective statement about the learning process and observations when demonstrating their skills in line with this specification.</li> </ul> <p><b>Rationale</b><br/>This is to reduce the repeated assessment of a practical skill but maintain assessment of practical competency to enable centres to deliver the specification requirements and adhere to social distancing guidance, which may reduce access to tools, equipment and workshops.</p> |   |
| <b>Unit 41<br/>Maintenance<br/>of Land-Based<br/>Machinery</b> | <p><b>Current requirements</b><br/>One assessment task could provide evidence for this unit. Students should:</p> <ul style="list-style-type: none"> <li>• carry out basic manufacturing processes to provide maintenance on tractors or other horticulture or land-based machinery attachments which includes the use of basic engineering hand tools;</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• safely operate tractors or other land-based machinery in a controlled environment under teacher supervision.</li> </ul>  |   |

| Occupational Area: Engineering and Engineering Services               |   |  |
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| Unit  | Proposed Public Health Adaptations  | Proposed Assessment Arrangements for Students Completing in 2021 |
|   | <p><b>Proposal</b></p> <ul style="list-style-type: none"> <li>• For Option 1, ‘carry out basic manufacturing processes to provide maintenance on tractors’, in line with public health requirements, students are still assessed in one assessment task but observe a teacher demonstration for one step to reduce the time required for students’ access to machinery/equipment.</li> <li>• No adaptations proposed to assessment of Option 2, ‘safely operate tractors or other land-based machinery’.</li> <li>• Assessment of all AOs remains the same.</li> </ul> <p><b>Rationale</b></p> <p>This is to enable centres to deliver the specification requirements and adhere to social distancing guidance, which may reduce access to workshops/vehicles and use of tools and materials.</p>   |  |
| <p><b>Unit 42<br/>Manufacturing Techniques –<br/>Hand Fitting</b></p> | <p><b>Current requirements</b></p> <ul style="list-style-type: none"> <li>• Students should demonstrate a working knowledge of the various stages in the production of assembled components manufactured from metal.</li> <li>• One assessment task could provide evidence for the unit requirements.</li> </ul> <p><b>Proposal</b></p> <ul style="list-style-type: none"> <li>• In line with public health requirements, students are still assessed in one assessment task but observe a teacher demonstration for one step, e.g. riveting or chiselling, to reduce the time required for students’ access to machinery/equipment.</li> <li>• Assessment of all AOs remains the same.</li> </ul> <p><b>Rationale</b></p> <p>This is to enable centres to deliver the specification requirements and adhere to social distancing guidance, which may reduce access to workshops/vehicles and use of tools and materials.</p> |  |

| <b>Occupational Area: Engineering and Engineering Services</b> |  |   |
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| <b>Unit</b>  | <b>Proposed Public Health Adaptations</b>  | <b>Proposed Assessment Arrangements for Students Completing in 2021</b> |
| <b>Unit 43<br/>Manufacturing Techniques – Sheet Metal</b>      | <p><b>Current requirements</b></p> <ul style="list-style-type: none"> <li>• Students should demonstrate a working knowledge of the various stages in the production of assembled components manufactured from metal.</li> <li>• One assessment task could provide evidence for the unit requirements.</li> </ul> <p><b>Proposal</b></p> <ul style="list-style-type: none"> <li>• In line with public health requirements, students are still assessed in one assessment task but observe a teacher demonstration for one step, e.g. how to use one machine tool/hand tool, to reduce the time required for students' access to machinery/equipment.</li> <li>• Assessment of all AOs remains the same.</li> </ul> <p><b>Rationale</b></p> <p>This is to enable centres to deliver the specification requirements and adhere to social distancing guidance, which may reduce access to workshops/vehicles and use of tools and materials.</p> |   |
| <b>Unit 44<br/>Plumbing</b>                                    | See <b>Construction Unit 22</b> for details.   |   |
| <b>Unit 45<br/>Vehicle Servicing and Valeting Operations</b>   | See <b>Business and Services Unit 15</b> for details.  |   |
| <b>Unit 46<br/>Vehicle Technician Operations</b>               | <p><b>Current requirements</b></p> <p>Students should carry out <b>two</b> practical assessment tasks from the four listed.</p> <p><b>Proposal</b></p> <ul style="list-style-type: none"> <li>• In line with public health requirements, students are still assessed in one assessment task and observe teacher demonstrations for the second.</li> <li>• An oral/written questionnaire to check students' knowledge and understanding is acceptable to evidence the second but does not form part of the assessment of AO2.</li> </ul>  |   |

| Occupational Area: Engineering and Engineering Services |  |  |
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| Unit  | Proposed Public Health Adaptations   | Proposed Assessment Arrangements for Students Completing in 2021 |
|   | <ul style="list-style-type: none"> <li>• AO2 assessment criteria for <i>practical</i> should be applied to the one practical assessment completed.</li> <li>• AO1 and AO3 assessment criteria should be applied to both tasks.</li> </ul> <p><b>Rationale</b><br/>This is to enable centres to deliver the specification requirements and adhere to social distancing guidance, which may reduce access to workshops/use of tools and materials.</p> |  |

| <b>Occupational Area: Environment and Society</b> |   |  |
|---|---|--|
| <b>Unit</b>                                       | <b>Proposed Public Health Adaptations</b> | <b>Proposed Assessment Arrangements for Students Completing in 2021</b>  |
| <b>Units 47–55</b>                                | No adaptations                            | <ul style="list-style-type: none"> <li>• The centre delivers content and practical experiences for 2 units.</li> <li>• The centre enters and submits levels for 2 units.</li> <li>• CCEA moderates <b>1 unit</b> selected by the centre.</li> <li>• Qualification award based on 2 units.</li> </ul> |

| <b>Occupational Area: Technology and Innovation</b>        |  |  |
|--|--|--|
| <b>Unit</b>  | <b>Proposed Public Health Adaptations</b>                            | <b>Proposed Assessment Arrangements for Students Completing in 2021</b>  |
| <b>Unit 56<br/>Bench Joinery</b>                           | See <b>Construction Unit 16</b> for details.                         | <ul style="list-style-type: none"> <li>• The centre delivers content and practical experiences for 2 units.</li> <li>• The centre enters and submits levels for 2 units.</li> <li>• CCEA moderates <b>1 unit</b> selected by the centre.</li> <li>• Qualification award based on 2 units.</li> </ul> |
| <b>Unit 57<br/>Carpentry and Joinery</b>                   | See <b>Construction Unit 18</b> for details.                         |  |
| <b>Unit 58<br/>Computer Aided Design</b>                   | See <b>Engineering and Engineering Services Unit 38</b> for details. |  |
| <b>Unit 59<br/>Digital Imaging</b>                         | No adaptations   |  |
| <b>Unit 60<br/>Digital Music</b>                           | No adaptations   |  |
| <b>Unit 61<br/>Manufacturing Techniques – Hand Fitting</b> | See <b>Engineering and Engineering Services Unit 42</b> for details. |  |
| <b>Unit 62<br/>Manufacturing Techniques – Sheet Metal</b>  | See <b>Engineering and Engineering Services Unit 43</b> for details. |  |
| <b>Unit 63<br/>Sound Production</b>                        | No adaptations   |  |
| <b>Unit 64<br/>TV and Film Production</b>                  | No adaptations   |  |



