

Consultation on Proposed Changes to CCEA Entry Level, Vocationally Related and Occupational Studies Qualifications for January and Summer 2021

First published 23 September 2020

Introduction

The disruption of the COVID-19 pandemic and school and college closures has been felt by learners across Northern Ireland. The pandemic has caused many difficulties for young people, including the loss of face-to-face teaching and social interaction, pressure on mental wellbeing and, in some cases, the difficulties of bereavement.

The Department of Education has put in place a range of different interventions to support children and young people (as well as school and college leaders and teachers) in these unique circumstances. It has commissioned CCEA to look at how best to adapt qualifications during 2020/21 to take account of current public health requirements, lost learning time, potential further disruption and, above all, to reduce the burden of assessment on students.

We are consulting on proposed changes to CCEA Entry Level, Vocationally Related and Occupational Studies qualifications due to be assessed in January and Summer 2021. These are initial proposals designed to stimulate discussion through providing a potential framework for further development.

We want to hear from school and college leaders, teachers, parents and students about their preferred approaches for the year ahead. We will then further refine and develop proposals based on stakeholder feedback. Our goal is to implement changes that are easily understood and make things better for young people and their teachers.

Our aims are to:

- reflect the experience to date;
- ensure proposals are fair to all students;
- reduce the burden of assessment on students in January and Summer 2021 and support student wellbeing;
- meet potential public health restrictions relating to coronavirus (COVID-19) that might arise during the next academic year; and
- support a return to public examinations in Summer 2021.

This consultation includes proposals and questions for the 2020/21 academic year on the following areas:

- Adaptations to Entry Level, Vocationally Related and Occupational Studies qualifications to ensure they meet current public health restrictions
- Reduction in the burden of assessment on students (We are not proposing to make changes to specification content. Our rationale for this position is explained in this document.)
- Our equality impact assessment of these proposed changes.

The arrangements proposed in this consultation are based on the current public health scenario, which at this time allows for a full-time return to school and assessments to proceed as planned in 2020/21. We are conscious that the public health situation is fluid and that circumstances may arise that cause disruption which may impact on our ability to deliver the arrangements as proposed.

Further work is being taken forward to consider contingency arrangements to deal with a range of potential scenarios, and there will be further communication on this in due course.

Above all, we realise there will be a need to be flexible and that arrangements may need to evolve and change as the academic year continues. We know that we need to take a student-centred approach and respond proactively and sensitively according to the public health context. At this stage, we are seeking views on the arrangements described above and we plan in the coming weeks to provide further clarity on arrangements.

Many of the qualifications on which we are consulting place an emphasis on the development of skills within a vocational or work-based context. As such, practical work and by extension internal assessment feature prominently. We have been careful, therefore, to ensure that the proposals set out in the main body of this document and in the appendices lead to the award of qualifications that are a valid and reliable indication of the knowledge, understanding and skills or practical competence they are intended to cover and do not undermine the value and character of these qualifications. This will ensure that learners studying these qualifications are confident they can continue to avail of opportunities to progress to further study or employment.

CCEA recognises the importance of working collaboratively with schools and colleges to deliver a qualifications system which meets their needs and supports and educates our young people in these difficult and challenging times.

We believe the proposals set out in this consultation provide an initial framework for qualifications delivery which we would keep under continual and active review throughout 2020/21 in case further adaptations or changes are needed due to the wider public health context.

Audience

This consultation is likely to be of interest to:

- students who are expecting to enter CCEA Entry Level, Vocationally Related and Occupational Studies qualifications in January or Summer 2021 and their parents or carers;
- teachers delivering CCEA Entry Level, Vocationally Related and Occupational Studies qualifications;
- school and college leaders and heads of other types of examination centres;
- subject heads of department;
- examinations officers;
- further and higher education institutions;
- employers and representative bodies; and
- other stakeholders who rely on qualification outcomes to inform decision-making.

This document seeks your views on the proposed approach for 2020/21. We would welcome responses and ask for these to be returned by 17:00 on Wednesday 7 October 2020.

Section 1. Public Health Adaptations

We have reviewed Entry Level, Vocationally Related and Occupational Studies qualification specifications against the framework for school operation set out in the Department of Education *Northern Ireland Re-opening School Guidance – New School Day* and wider public health requirements, and we are consulting on a range of public health adaptations.

At present, it is envisaged that these changes will apply only to students who will be awarded the full qualifications in January, March or Summer 2021, where applicable. We will of course review their further application to future academic years, dependent on the future public health position.

In the appendices A–C we set out Entry Level, Vocational and Occupational Studies Level 1 and 2 specification adaptations we are proposing for next year.

Question: To what extent do you agree or disagree with the proposals to implement public health adaptations for Entry Level subjects in 2021?

Question: To what extent do you agree or disagree with the proposals to implement public health adaptations for Vocationally Related subjects in 2021?

Question: To what extent do you agree or disagree with the proposals to implement public health adaptations for Occupational Studies Levels 1 and 2 in 2021?

Question: Do you have any comments on the proposed subject-specific public health amendments?

Section 2. Assessment Arrangements

We have reviewed all Entry Level, Vocationally Related and Occupational Studies qualification specifications against key regulation objectives, in particular:

- *Learners taking CCEA VTQs and other general qualifications should have the opportunity to receive fair results, and, as far as possible, not be disadvantaged by the longer term impact of the current public health crisis. Learners taking qualifications most similar to A and AS levels and GCSEs should not be advantaged or disadvantaged compared to their peers taking those qualifications; this is particularly important where learners are competing for the same progression opportunities.*
- *Adaptations to assessment and qualifications should not undermine the validity and reliability of the qualifications. We therefore do not expect that the content to be taught is reduced. Changes to the content should only be considered in exceptional circumstances where it is the only way of minimising disadvantage to learners as a result of the pandemic.*
- *The manageability of assessments should be maximised to allow for an increase in teaching time. Any streamlining of assessments should be carefully balanced with the need to ensure that qualifications remain sufficiently valid and reliable.**

**Ofqual consultation [Arrangements for the assessment and awarding of Vocational, Technical and Other General Qualifications in 2020/2021](#)*

We are mindful of the significant disruption of recent months and that all of our students have missed significant teaching time during their courses. Consequently, we strongly believe that there is a need to reduce the assessment burden in a fair and consistent manner for young people across Northern Ireland. We will also encourage flexibility in the way evidence of attainment is gathered, especially where moderation of specified units will not be carried out.

We are, therefore, proposing new arrangements that would apply to all students completing their CCEA Entry Level, Vocationally Related or Occupational Studies qualifications in 2021. In 2021, students cashing in and hoping to achieve a qualification-level grade in these subjects will be expected to complete the full qualification, and centres should submit marks/levels for each unit contributing to the overall qualification. However, CCEA will accept a reduction in the number of units to be moderated, up to a maximum of 50% of the qualification.

These arrangements are outlined in Appendices A–C.

If this approach was adopted, it would mean all students, regardless of their subject choices, can benefit from a reduction in the number of units requiring them to produce portfolios of evidence for the purposes of moderation in Summer 2021. We believe that this will help mitigate the disruption to teaching and learning time and will reduce the assessment burden for young people in 2021. We think it would also enable teachers to spend more time teaching the skills and ensure coverage of the specification and access to high quality practical experiences that will support progression to the next level.

Schools and colleges know the importance of practical work, which provides opportunities for experiential learning, increasing independence and group work, as well as the skills which are core to a subject and a key component of many qualification assessments. It is the practical nature of vocational qualifications that appeals to many learners and draws them to choose these pathways. We know there are significant challenges to the delivery of practical work, which requires careful planning in the current public health situation. Consequently, the emphasis is on reducing assessment burden to ensure there is time and space available for learners to continue to benefit from high quality practical experiences.

We are not proposing further reductions in content at this time (beyond those required due to public health adaptations referred to in Section 1.)

Question: To what extent do you agree or disagree that for all CCEA Entry Level qualifications in 2021 we should accept a reduction in the number of units to be moderated, up to a maximum of 50% of the qualification?

Question: To what extent do you agree or disagree that for all CCEA Vocationally Related qualifications in 2021 we should accept a reduction in the number of units to be moderated, up to a maximum of 50% of the qualification?

Question: To what extent do you agree or disagree that for all CCEA Occupational Studies Level 1 or 2 qualifications we should accept a reduction in the number of units to be moderated, up to a maximum of 50% of the qualification?

Question: Do you have any comments on the proposed assessment arrangements for CCEA Entry Level, Vocationally Related and Occupational Studies qualifications?

Section 3. Equality

CCEA is a public body and is therefore subject to the public sector duties set out in Section 75 of the Northern Ireland Act 1998.

Section 75 of the Northern Ireland Act 1998 provides that:

- (1) A public authority shall in carrying out its function relating to Northern Ireland have due regard to the need to promote equality of opportunity –
 - (a) between persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation;
 - (b) between men and women generally;
 - (c) between persons with a disability and persons without; and
 - (d) between persons with dependants and persons without.
- (2) Without prejudice to its obligations under subsection (1), a public authority shall in carrying out its functions relating to Northern Ireland have regard to the desirability of promoting good relations between persons of different religious belief, political opinion or racial group.

We considered the potential impact of the proposals included in this consultation on people who shared protected characteristics outlined under Section 75 of the Northern Ireland Act 1998. We have not identified any impacts of our proposals (positive or negative) on persons who share protected characteristics.

Question: How far do you agree or disagree with our assessment? If you disagree, please outline any potential equality impacts which you feel we should consider.

Question: Do you have any other comments you would like to make regarding our proposed changes to CCEA Entry Level, Vocationally Related and Occupational Studies qualifications?

Appendix A: Entry Level Qualifications

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

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.	
Learning for Life and Work	None	<ul style="list-style-type: none"> • The centre delivers content for 6 units, including 1 from each area of LLW. • The centre enters and submits levels for 6 units. • CCEA moderates 3 units selected by the centre. • Qualification award based on 6 units.
Mathematics	None	<ul style="list-style-type: none"> • The centre delivers content for 6 units. • The centre enters and submits levels for 6 units. • CCEA moderates 3 units selected by the centre. • Qualification award based on 6 units.
Physical Education	<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>Rationale: Removing visiting moderation will minimise unnecessary contact between teacher, moderators and students – 'decreased interaction'.</p>	<ul style="list-style-type: none"> • The centre delivers content for 6 units, including 1 mandatory unit. • The centre enters and submits levels for 6 units. • CCEA moderates 3 units selected by the centre. • Qualification award based on 6 units.
Religious Studies	None	<ul style="list-style-type: none"> • The centre delivers content for 6 units. • The centre enters and submits levels for 6 units. • CCEA moderates 3 units selected by the centre. • Qualification award based on 6 units.
Science	<p>Unit 1: No adaptations are proposed for this unit.</p> <p>Units 2–7 – Proposed adaptation</p> <p>In the following criteria that refer to practical investigations,</p>	<ul style="list-style-type: none"> • The centre delivers content for 6 units. • The centre enters and submits levels for 6 units. • CCEA moderates 3 units selected by the centre. • Qualification award based on 6 units.

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>Unit 2: Plants and Ecology Entry 1 (1.2, 1.3, 3.1) Entry 2 (1.5) Entry 3 (1.3, 1.4, 1.5, 3.3, 4.1)</p> <p>Unit 3: Chemical Products and Working Safely Entry 2 (1.4, 2.2, 3.1, 3.2) Entry 3 (1.3, 1.4, 3.3)</p> <p>Unit 4: Materials and Recycling Entry 2 (2.2) Entry 3 (1.2, 2.2, 2.3)</p> <p>Unit 5: Electricity and Renewable Energy Entry 2 (1.3) Entry 3 (1.2, 1.3, 1.4)</p> <p>Unit 6: Light and Sound Entry 1 (2.1, 2.2, 2.3) Entry 2 (2.2) Entry 3 (1.1, 1.3, 1.4, 3.2)</p> <p>Unit 7: Space Science Entry 1 (1.4, 2.1, 3.2) Entry 2 (1.2)</p> <p>Rationale: 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>Life Skills and Extended Life Skills</p>	<p>Unit 2: Using Shopping Facilities</p> <p>Requires students to be able to participate in a shopping trip.</p> <p>Propose role play accepted in place of shopping trip or evidence of shopping online.</p> <p>Rationale: Public health guidance may impact students' ability to complete a class trip to a shop.</p> <p>Unit 3: Basic Food Preparation</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>Propose reduction of Entry Level 3 to two dishes and Entry Level 2 to one dish.</p> <p>Rationale: Unit 3 is Unit 1 of ELQ Home Economics, and adaptations are in line with this. See above.</p> <p>All remaining units: No adaptations are proposed.</p>	<p>Life Skills</p> <ul style="list-style-type: none"> • The centre delivers content for 6 units. • The centre enters and submits levels for 6 units. • CCEA moderates 3 units selected by the centre. • Qualification award based on 6 units. <p>Extended Life Skills</p> <ul style="list-style-type: none"> • The centre delivers content for 12 units. • The centre enters and submits levels for 12 units. • CCEA moderates 6 units selected by the centre. • Qualification award based on 12 units.

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

Entry Level Occupational Studies

ELQ Occupational Studies Thematic Area	Proposed Public Health Adaptations	Proposed Assessment Arrangements for Students Completing in 2021
Bench Joinery 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"> • The centre delivers content for 6 units. • The centre enters and submits levels for 6 units. • CCEA moderates 3 units selected by the centre. • Qualification award based on 6 units.
Catering Units 4, 5 and 6	Units 4 and 6 – No adaptations are proposed. Unit 5 – AO2 adaptation for Entry Level 3 – Accept two different cooking methods by the candidates and one demonstration to satisfy the specification.	
Construction 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.	
Creative Crafts Units 10, 11 and 12	AO2 – Students produce two end products, and the third can be a demonstration by the teacher.	
Drama 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.	
Digital Imaging Units 16, 17 and 18	No adaptations	
Haircare Units 19, 20 and 21	No adaptations; students can use practice models and PPE in the specification.	
Horticulture 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.	
Hospitality Units 25, 26 and 27	AO2 – Units 25 and 27 – Role play acceptable instead of meeting and greeting customers and family.	
ICT Units 28, 29 and 30	No adaptations	
Looking after Children Units 31, 32 and 33	Unit 33 – Accept three snacks with one demonstration from the teacher.	

ELQ Occupational Studies Thematic Area	Proposed Public Health Adaptations	Proposed Assessment Arrangements for Students Completing in 2021
Music 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.	
Office Procedures Units 37, 38 and 39	No adaptations	
Technology and Design 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. Unit 42 adaptations – Making a 3D model can be demonstrated to highlight knowledge, understanding and skills.	
Total Beauty Units 43, 44 and 45	AO2 adaptations – Use demonstrations and models as this involves nail, skin and hair.	
Vehicle Units 46, 47 and 48	Unit 46, 47 and 48 current criteria: E1: Carry out one task with significant help. E2: Carry out two tasks with some help. E3: Carry out three tasks with little or no help. Proposed change: E1: Carry out one task with significant help. E2 Carry out one task with some help. E3: Carry out two tasks with little or no help.	
Working with Children 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	Certificate of Personal Effectiveness (COPE)	None	<ul style="list-style-type: none"> The centre delivers content for 6 modules. The centre enters and submits levels for 6 modules. CCEA moderates portfolio of 3 modules selected by the centre. Qualification award based on 6 modules.
3	Classroom Assistants 6 units	None	<ul style="list-style-type: none"> The centre delivers content for 6 units. The centre enters and submits levels for 6 units. CCEA moderates 3 units selected by the centre. Qualification award based on 6 units.
1, 2 and 3	Creative Crafts 12 pathways 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>Rationale: 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"> The centre delivers content for 3 units in one pathway. The centre enters and submits levels for 3 units in one pathway. CCEA moderates 2 units selected by the centre. Qualification award based on 3 units.

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>Employability Skills</p> <p>4 units</p>	None	<ul style="list-style-type: none"> • The centre delivers content for 4 units: 2 from Group A and 2 from Group B. • The centre enters and submits levels for 4 units. • CCEA moderates 2 units selected by the centre. • Qualification award based on 4 units.
1 and 2	<p>Modern Languages</p> <p>4 units</p>	None	<ul style="list-style-type: none"> • The centre delivers content for 4 units. • The centre enters and submits levels for 4 units. • CCEA moderates 2 units selected by the centre. • Qualification award based on 4 units.
1 and 2	<p>Performance Skills</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>Rationale: Removing visiting moderation will minimise unnecessary contact between teacher, moderators and students – 'decreased interaction'.</p>	<ul style="list-style-type: none"> • The centre delivers content for 3 units. • The centre enters and submits levels for 3 units. • CCEA moderates 2 units selected by the centre. • Qualification award based on 3 units.

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

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"> • The centre enters and submits levels for 4 units. • CCEA moderates 2 units selected by the centre. • Qualification award based on 4 units.
1, 2 and 3	<p>Understanding Business Enterprise</p> <p>Level 1: 3 units</p> <p>Level 2: 4 mandatory units and 1 optional</p> <p>Level 3: 3 mandatory units and 2 optional</p>	None	<p>Level 1</p> <ul style="list-style-type: none"> • The centre delivers content for 3 units. • The centre enters and submits levels for 3 units. • CCEA moderates 2 units selected by the centre. • Qualification award based on 3 units. <p>Level 2</p> <ul style="list-style-type: none"> • The centre delivers content for 5 units including 4 mandatory units. • The centre enters and submits levels for 5 units. • CCEA moderates 3 units selected by the centre. • Qualification award based on 5 units. <p>Level 3</p> <ul style="list-style-type: none"> • The centre delivers content for 5 units including 3 mandatory units. • The centre enters and submits levels for 5 units. • CCEA moderates 3 mandatory units. • Qualification award based on 5 units.

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

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
Unit 1 Childcare: the Play Environment	<p>Current requirements 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>Proposal Accept a teacher demonstration of a book corner and student floorplan/design to indicate their intentions.</p> <p>Rationale This is to enable centres to deliver the specification in line with any public health requirements.</p>	<ul style="list-style-type: none"> • The centre delivers content and practical experiences for 2 units. • The centre enters and submits levels for 2 units. • CCEA moderates 1 unit selected by the centre. • Qualification award based on 2 units.
Unit 2 Communication in an Office or Business Environment	No adaptations	
Unit 3 Contemporary Cuisine	<p>Current requirements 'Learners should prepare and cook four dishes from each of Sections 2, 3 and 4, but only two 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>Proposal 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>Rationale 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>	

Occupational Area: Business and Services		
Unit	Proposed Public Health Adaptations	Proposed Assessment Arrangements for Students Completing in 2021
Unit 4 Creative Styling Using Blow-Drying Techniques	<p>Current requirements 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>Proposal</p> <ul style="list-style-type: none"> • 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. • 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. • AO2 assessment criteria for <i>practical</i> should be applied to one practical assessment. • 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. <p>Rationale 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>	
Unit 5 Customer Service	No adaptations	
Unit 6 Facial Skincare	<p>Current requirements Students should carry out two assessment tasks, using two different clients.</p> <p>Proposal</p> <ul style="list-style-type: none"> • In line with public health requirements, students are still assessed in one assessment task on a practice model and 	

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"> • 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. • AO2 assessment criteria for <i>practical</i> should be applied to one practical assessment. • 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. <p>Rationale 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>	
Unit 7 Logistics and Transport	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.	
Unit 8 Manicure and Nail Art	<p>Current requirements 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>Proposal</p> <ul style="list-style-type: none"> • In line with public health requirements, students are still assessed in one assessment task on manicure and nail art or observe a teacher demonstration for the second. • An oral/written questionnaire to check students' knowledge and understanding is 	

Occupational Area: Business and Services		
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"> • AO2 assessment criteria for <i>practical</i> should be applied to one practical assessment. • 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. <p>Rationale 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>Unit 9 Modern Office Procedures</p> <p>Unit 10 Modern Retailing</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>Unit 11 Patisserie and Baking</p>	<p>Current requirements</p> <ul style="list-style-type: none"> • 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. • Only two products from each section will be formally observed and assessed. <p>Proposal</p> <ul style="list-style-type: none"> • 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. • 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. • AO1 and AO3 assessment criteria should be applied to all practical assessments and observations. Task evaluation should 	

Occupational Area: Business and Services		
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>Rationale 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>	
Unit 12 Shampooing and Conditioning Treatments	<p>Current requirements 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>Proposal</p> <ul style="list-style-type: none"> • In line with public health requirements, students are still assessed in one assessment task and observe a teacher demonstration for the second. • 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. • AO2 assessment criteria for <i>practical</i> should be applied to one practical assessment. • 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. <p>Rationale 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>	
Unit 13 The Physical Care of Babies	AO2 – Use of outside agencies could be replaced by use of the web and visual aids.	

Occupational Area: Business and Services		
Unit	Proposed Public Health Adaptations	Proposed Assessment Arrangements for Students Completing in 2021
Unit 14 Using Office Technology	No adaptations	
Unit 15 Vehicle Servicing and Valeting Operations	<p>Current requirements Two practical assessment tasks should be carried out, including one vehicle service task and one vehicle valeting task.</p> <p>Proposal</p> <ul style="list-style-type: none"> • In line with public health requirements, students are still assessed in one assessment task and observe a teacher demonstration for the second. • 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. • AO2 assessment criteria for <i>practical</i> should be applied to one practical assessment. • 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. <p>Rationale 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>	

Occupational Area: Construction		
Unit	Proposed Public Health Adaptations	Proposed Assessment Arrangements for Students Completing in 2021
<p>Unit 16 Bench Joinery</p>	<p>Current requirements 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>Proposal</p> <ul style="list-style-type: none"> • 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. • Assessment of all AOs remains the same. <p>Rationale 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"> • The centre delivers content and practical experiences for 2 units. • The centre enters and submits levels for 2 units. • CCEA moderates 1 unit selected by the centre. • Qualification award based on 2 units.
<p>Unit 17 Brick and Block Work</p>	<p>Current requirements Two assessment tasks should be carried out – one for a brick wall and one for a block wall.</p> <p>Proposal</p> <ul style="list-style-type: none"> • In line with public health requirements, students are still assessed in one assessment task and observe a teacher demonstration for the second. • 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. • AO2 assessment criteria should be applied to one practical assessment. • 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. 	

Occupational Area: Construction		
Unit	Proposed Public Health Adaptations	Proposed Assessment Arrangements for Students Completing in 2021
	<p>Rationale 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>Unit 18 Carpentry and Joinery</p>	<p>Current requirements Students manufacture a carpentry or joinery item.</p> <p>Proposal</p> <ul style="list-style-type: none"> • 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. • All AOs should still be applied to the task. <p>Rationale 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>Unit 19 Hard Landscaping</p>	<p>Current requirements Three assessment tasks should be carried out – one each for brick paving, screed path, and set of steps with flag finish.</p> <p>Proposal</p> <ul style="list-style-type: none"> • 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. • 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. • AO1 and AO3 assessment criteria should be applied to all practical assessments and observations. Task evaluation should be applied to teacher demonstration 	

Occupational Area: Construction		
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>Rationale 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>	
Unit 20 Painting and Decorating	<p>Current requirements One task is required to gather evidence for the unit requirements.</p> <p>Proposal</p> <ul style="list-style-type: none"> • 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. • Assessment of all AOs remains the same. <p>Rationale 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>	
Unit 21 Plastering	AO2 adaptations – Use pre-made mortar and scale down the areas to be plastered.	
Unit 22 Plumbing	<p>Current requirements Three assessments are required, one each for copper, mild steel and polybutylene.</p> <p>Proposal</p> <ul style="list-style-type: none"> • In line with public health requirements, students are still assessed in two tasks and observe teacher demonstrations for a third. • 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. • AO1 and AO3 assessment criteria should be applied to all practical assessments and observations. Task evaluation should 	

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>Rationale 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>	
Unit 23 Tiling	<p>Current requirements Two assessment tasks should be completed, for example tile an area of wall and tile an area of floor.</p> <p>Proposal</p> <ul style="list-style-type: none"> • In line with public health requirements, students are still assessed in one assessment task and observe a teacher demonstration for the second. • 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. • AO2 assessment criteria should be applied to one practical assessment. • 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. <p>Rationale 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		
Unit	Proposed Public Health Adaptations	Proposed Assessment Arrangements for Students Completing in 2021
Unit 24 Contemporary Cuisine	See Business and Services Unit 3 for details.	<ul style="list-style-type: none"> • The centre delivers content and practical experiences for 2 units. • The centre enters and submits levels for 2 units. • CCEA moderates 1 unit selected by the centre. • Qualification award based on 2 units.
Unit 25 Creative Hair Styling on Long Hair	<p>Current requirements</p> <p>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>Proposal</p> <ul style="list-style-type: none"> • In line with public health requirements, students are still assessed in one assessment task/upstyle and observe a teacher demonstration for the second. • 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. • AO2 assessment criteria should be applied to one practical assessment. • 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. <p>Rationale</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>	
Unit 26 Creative Hair Styling Setting Techniques	<p>Current requirements</p> <p>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>	

Occupational Area: Design and Creativity		
Unit	Proposed Public Health Adaptations	Proposed Assessment Arrangements for Students Completing in 2021
	<p>rollers, heated rollers, tongs and straighteners.</p> <p>Proposal</p> <ul style="list-style-type: none"> • In line with public health requirements, students are still assessed in one assessment task and observe a teacher demonstration for the second. • 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. • AO2 assessment criteria should be applied to one practical assessment. • 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. <p>Rationale</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>	
Unit 27 Creative Styling using Blow-Drying Techniques	See Business and Services Unit 4 for details.	
Unit 28 Enterprise Crafts	No adaptations	
Unit 29 Graphic Design	No adaptations	
Unit 30 Interior Design	No adaptations	
Unit 31 Patisserie and Baking	See Business and Services Unit 11 for details.	
Unit 32 Specialised Crafts	No adaptations	

Occupational Area: Design and Creativity		
Unit	Proposed Public Health Adaptations	Proposed Assessment Arrangements for Students Completing in 2021
Unit 33 Textile and Fashion Design	No adaptations	
Unit 34 Total Beauty	<p>Current requirements 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>Proposal</p> <ul style="list-style-type: none"> • 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. • 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. • AO2 assessment criteria should be applied to one practical assessment. • 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. <p>Rationale 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>	
Unit 35 Website Development	No adaptations	

Occupational Area: Engineering and Engineering Services		
Unit	Proposed Public Health Adaptations	Proposed Assessment Arrangements for Students Completing in 2021
<p>Unit 36 Basic Fast-Fit Operations</p>	<p>Current requirements Students should undertake a minimum of four assessment tasks from the practical tasks listed in Section 4. There are 12 practical tasks.</p> <p>Proposal</p> <ul style="list-style-type: none"> • In line with public health requirements, students are still assessed in three assessment tasks and observe teacher demonstrations for the fourth. • 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. • AO2 assessment criteria for <i>practical</i> should be applied to the three practical assessments. • AO1 and AO3 assessment criteria should be applied to four tasks. <p>Rationale 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"> • The centre delivers content and practical experiences for 2 units. • The centre enters and submits levels for 2 units. • CCEA moderates 1 unit selected by the centre. • Qualification award based on 2 units.
<p>Unit 37 Basic Vehicle Body Components and Fitting</p>	<p>Current requirements Four 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>Proposal</p> <ul style="list-style-type: none"> • In line with public health requirements, students are still assessed in three assessment tasks and observe teacher demonstrations for the fourth. • 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. • AO2 assessment criteria for <i>practical</i> should be applied to the three practical assessments. • AO1 and AO3 assessment criteria should be applied to four tasks. 	

Occupational Area: Engineering and Engineering Services		
Unit	Proposed Public Health Adaptations	Proposed Assessment Arrangements for Students Completing in 2021
	<p>Rationale 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>	
Unit 38 Computer Aided Design	No adaptations	
Unit 39 Electronic Circuit Construction	<p>Current requirements Two practical assessment tasks should be carried out.</p> <p>Proposal</p> <ul style="list-style-type: none"> • 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. • 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. • AO2 assessment criteria should be applied to one practical assessment. • 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. <p>Rationale 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>	

Occupational Area: Engineering and Engineering Services		
Unit	Proposed Public Health Adaptations	Proposed Assessment Arrangements for Students Completing in 2021
Unit 40 Electrical Wiring Installation	<p>Current requirements Three assessment tasks should be carried out to cover the unit requirements.</p> <p>Proposal</p> <ul style="list-style-type: none"> • 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. • 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. • AO2 assessment criteria should be applied to two assessment tasks. • 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. <p>Rationale 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>	
Unit 41 Maintenance of Land-Based Machinery	<p>Current requirements One assessment task could provide evidence for this unit. Students should:</p> <ul style="list-style-type: none"> • 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; <p>or</p> <ul style="list-style-type: none"> • safely operate tractors or other land-based machinery in a controlled environment under teacher supervision. 	

Occupational Area: Engineering and Engineering Services		
Unit	Proposed Public Health Adaptations	Proposed Assessment Arrangements for Students Completing in 2021
	<p>Proposal</p> <ul style="list-style-type: none"> • 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. • No adaptations proposed to assessment of Option 2, 'safely operate tractors or other land-based machinery'. • Assessment of all AOs remains the same. <p>Rationale</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>Unit 42 Manufacturing Techniques – Hand Fitting</p>	<p>Current requirements</p> <ul style="list-style-type: none"> • Students should demonstrate a working knowledge of the various stages in the production of assembled components manufactured from metal. • One assessment task could provide evidence for the unit requirements. <p>Proposal</p> <ul style="list-style-type: none"> • 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. • Assessment of all AOs remains the same. <p>Rationale</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>	

Occupational Area: Engineering and Engineering Services		
Unit	Proposed Public Health Adaptations	Proposed Assessment Arrangements for Students Completing in 2021
Unit 43 Manufacturing Techniques – Sheet Metal	<p>Current requirements</p> <ul style="list-style-type: none"> Students should demonstrate a working knowledge of the various stages in the production of assembled components manufactured from metal. One assessment task could provide evidence for the unit requirements. <p>Proposal</p> <ul style="list-style-type: none"> 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. Assessment of all AOs remains the same. <p>Rationale</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>	
Unit 44 Plumbing	See Construction Unit 22 for details.	
Unit 45 Vehicle Servicing and Valeting Operations	See Business and Services Unit 15 for details.	
Unit 46 Vehicle Technician Operations	<p>Current requirements</p> <p>Students should carry out two practical assessment tasks from the four listed.</p> <p>Proposal</p> <ul style="list-style-type: none"> In line with public health requirements, students are still assessed in one assessment task and observe teacher demonstrations for the second. 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. 	

Occupational Area: Engineering and Engineering Services		
Unit	Proposed Public Health Adaptations	Proposed Assessment Arrangements for Students Completing in 2021
	<ul style="list-style-type: none"> • AO2 assessment criteria for <i>practical</i> should be applied to the one practical assessment completed. • AO1 and AO3 assessment criteria should be applied to both tasks. <p>Rationale 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>	

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

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

