



CCEA Level 1 Qualification in Occupational Studies
CCEA Level 2 Qualification in Occupational Studies

(Summer Series) 2015

Principal Moderator's Report

occupational studies

*Engineering and Engineering
Services*

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Level 1 and Level 2 Qualifications in Occupational Studies - Engineering and Engineering Services for this series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at www.ccea.org.uk

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LEVEL 1 AND 2 QUALIFICATIONS IN OCCUPATIONAL STUDIES - ENGINEERING AND ENGINEERING SERVICES

Principal Moderator's Report

Introduction

The number of Occupational Studies qualifications cashed in for the summer series 2015 has increased by 5921 candidates when compared with the summer series 2014. The most popular units in this qualification were Electrical Wiring Installation and Basic Fast-Fit Operations.

The candidate evidence must be presented in the following way:

Front cover

The front cover must include the following information:

- Pathway
- Unit name
- Candidate name and number
- Teaching centre name and number
- Administration centre name and number (where different from teaching centre)
- Completion date

It is good practice to include the following content within first few pages of candidates' evidence:

- Signatures to confirm authenticity (candidate and teacher/lecturer)
- Marking grid clearly demonstrating where marks are awarded under all 10 assessment objectives
- Unit specification

CCEA Support Structure

The percentage of centres adjusted this series has dropped considerably from 6.5 percent last year to 2.6 percent this year. One contributory factor to this is the increased attendance at Agreement Trials, and support provided through Portfolio Clinics and Centre Visits. The Moderation Team would strongly recommend that both new and existing centres make use of this supporting structure provided by CCEA.

Reports to existing centres

The TAC6 report provides detailed feedback on each unit within the pathway submitted for moderation under the heading of AO1, AO2 and AO3. These reports provide centres with detailed and constructive feedback.

Structure of Candidate Evidence

Centres need to fully comply with the new specification under AO1, AO2 and AO3.

A01

The section should include candidates' evidence to comply with Health and Safety, Careers and related Environmental issues. Opportunity must be provided for stretch and challenge to allow more able candidates to demonstrate their ability.

A02

It is pleasing to see that an increased number of centres are including more photographs as part of their evidence. A wide variety of teaching activities and assessment methods were observed resulting in high learner outcomes being achieved by the majority of candidates. Where photographic evidence was used this showed learners performing realistic work activities, and in most centres this was well documented with the learner identifying the process involved.

A03

Evaluations are still very descriptive rather than evaluative although marks awarded are more in line with the specification. Detailed reflections of personal performance that clearly identifies strengths, weaknesses and areas of improvement should be considered.

Internal Moderation/Verification

All units within a pathway must be internally moderated/verified. This was a major problem in some centres. Schools and colleges were able to internally moderate/verify results within individual units or for related units across the pathway, however all units within a qualification must have the same rigor applied relating to learner outcomes. The negative impact of not carrying out this process correctly is that a unit which has been marked too highly will have the results adjusted by the Moderation Team. These adjustments will pull down the overall marks for a complete qualification. Some of the adjustments to centres this year were as a result of poor internal verification. It was also pleasing to note that some centres had made positive adjustment to marks as a result of internal moderation.

Centres delivering units 37, 45 and 46 should read circular S/IF/24/14 in conjunction with the specification. This circular is available on the CCEA Occupational Studies microsite. (Alterations to specification)

Basic Fast-Fit Operations

15.3% of the total cohort for this qualification

The second most popular unit in this pathway.

Centres are becoming better resourced with the necessary tools and equipment to provide the appropriate learning environment for this unit. Centres should provide good supporting photographic evidence of the learners undertaking their assessment tasks to endorse the AO2 section in their portfolio evidence.

Basic Vehicle Body Components and Fitting

3.6% of the total cohort for this qualification

Surprisingly a less popular unit than the Basic Fast Fit Operations unit.

Centres are becoming better resourced with the necessary tools to deliver this unit in line with the specification. (Note specification amendment)

Centres should provide good supporting photographic evidence of the learners undertaking their assessment tasks to endorse the AO2 section in their portfolio evidence.

CAD (Computer Aided Design)

4.4% of the total cohort for this qualification

This unit needs to be delivered by a tutor with the expertise and knowledge of the CAD package and the technology associated with its delivery. Teachers/lecturers must have the ability to address the content of the specification and assess the learner within the remit of the specification.

Portfolios should contain hard copies of the assessments undertaken for ease of moderation and to comply with the specification.

This unit can also be taken in the Technology and Innovation pathway. The drawings produced under either qualification can be from a Mechanical or Electrical Engineering discipline or from a Construction discipline. An exemplar portfolio is available on the CCEA microsite.

Electrical Wiring Installation

18.4% of the total cohort for this qualification

The most popular unit in the Engineering qualification. Minimal equipment and resources are required for delivery with display boards/panels and fixing components re-useable.

Centres should provide good supporting photographic evidence of the learners undertaking their assessment tasks to endorse the AO2 section in their portfolio evidence.

Centres need to be aware that the specification asks for surface mounting of all cables, components and all fixings using display boards/panels with appropriate layouts.

Health & Safety aspects of the specification need to be a focus of participating centres.

Electronic Circuit Construction

11.5% of the total cohort for this qualification

This is a very popular unit within this Engineering qualification. The equipment and resources required are typically found in most schools. The components are re-useable and also the tasks can be taught and delivered in minimal space i.e. a suitably resourced classroom or lab with soldering stations.

This specification demands a good knowledge and understanding of electronic components, their identification and function. It also requires a good level of accuracy, neatness and precision in the assembly and soldering to stripboards or PCB's to satisfactorily achieve the necessary outcomes.

Health & Safety needs to be a focus of participating centres with aprons and safety glasses being used. Care should also be exercised regarding solder fumes.

Maintenance of Land Based Machinery

3.6% of the total cohort for this qualification

The least popular unit in this qualification. The equipment and resources required are large and expensive requiring considerable space and layout e.g. tractor and/or other land based machinery and associated tools and equipment.

This unit can also be delivered using garden machines.

The vocational/agricultural aspect associated with this unit may be very attractive to the learners who have an interest in the Agriculture Industry.

Manufacturing Techniques

4.4% of the total cohort for this qualification

Centres are becoming better resourced with the necessary tools and equipment to provide the learning experience required with this specification.

Centres should provide good supporting photographic evidence of the learners undertaking their assessment tasks to endorse the AO2 section in their portfolio. Practical evidence and finished components should be retained.

This unit can also be taken in the Technology and Innovation pathway.

Manufacturing Techniques

11.4% of the total cohort for this qualification

Centres are becoming better resourced with the necessary tools and equipment to provide the learning experience required with this specification. Some centres are still finding it difficult to accurately bend the sheet metal. This is a result of centres not having the correct tools and equipment to carry out the assessment tasks required.

Centres should provide good supporting photographic evidence of the learners undertaking their assessment tasks to endorse the AO2 section in their portfolio evidence, and finished components should be retained.

This unit can also be taken in the Technology and Innovation pathway.

Plumbing

9.8% of the total cohort for this qualification

Generally the evidence presented for moderation was of a good standard.

Most centres produced very good practical work which complied with all the requirements of the specification. A good storyboard of evidence was present and reinforced with photographs. In a few cases the AO3 section was marked slightly lenient, however it was within tolerance.

Vehicle Servicing and Valeting Operations

12.3% of the total cohort for this qualification

The third most popular unit in this qualification, mainly due to the interest of learners in this vocational area.

Centres are becoming better resourced with the necessary tools and equipment to deliver the specification. (Note specification amendment)

Centres should provide good supporting photographic evidence of the learners undertaking their assessment tasks to endorse the AO2 section in their portfolio evidence.

This unit can also be taken in the Business and Services pathway.

Vehicle Technicians Operations

5.3% of the total cohort for this qualification

Candidates seem to find this unit more challenging than the Basic Fast Fit or Vehicle Servicing units.

Centres require considerable resources to deliver this unit. It is suggested that centres have access to a car for every four or five candidates.

Centres should provide good supporting photographic evidence of the learners undertaking their assessment tasks to endorse the AO2 section in their portfolio evidence. (Note specification amendment)

Contact details

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