



CCEA Level 1 Award in Occupational Studies
CCEA Level 2 Award in Occupational Studies

Summer Series 2017

Principal Moderator's Report

occupational
studies
Business Services

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Level 1 and Level 2 Qualifications in Occupational Studies - Business and 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 – BUSINESS AND SERVICES

Principal Moderator's Report

Introduction

The number of cash-ins for the Summer 2017 series has increased by 717. This represents almost 10% increase on the previous summer series. The number of centres adjusted in this series has increased from 59 in Summer 2016 to 64 in Summer 2017. Some centres need to include more stretch and challenge assessment opportunities in order to give their candidates access to the higher mark bands within AO1. Centres must clearly align AO2 practical tasks with all the assessment criteria found in each unit specification. If centres are found to have not covered some part of the assessment criteria their marks will be adjusted accordingly.

Internal Standardisation

Whilst there has been an improvement from the previous series, some centres are still not carrying out effective standardisation across units within a pathway.

Business and Services Introduction

The majority of centres moderated displayed good to excellent practice in the delivery of the Business and Service units. The quality of the evidence presented this year was of a very good standard reflecting the specification requirements and assessed in accordance with the set criteria. A wide variety of teaching activities and innovative assessment methods resulted in high learner outcomes being achieved by the majority of learners. Where photographic evidence was used this showed learners performing realistic working activities, and in most centres this was well documented with the learner identifying the processes involved.

In most of centres the learners' diaries were very well presented detailing the learning process, and in a minority of cases some reflective evaluations were included which formed part of the assessment for the AO3 criteria. In general, marks awarded for learners' evaluations tended to be lenient, and in some centres these marks were outside of tolerance, resulting in all units in this pathway being adjusted.

The moderators observed that all units required more stretch and challenging assessments to meet the needs of a wide range of learning abilities particularly within the AO1 assessment criteria.

Some centres failed to clearly indicate how marks were awarded in each of the grading criteria and/or did not fully address the grading criteria as set out by CCEA in the Learner Unit Tracking Grids.

Business and Services made up 22% of the overall candidature.

The senior moderation team carried out a number of random spot checks on centres as part of the moderation process. This process highlighted that most centres were marking within the tolerance of the specification although marks were adjusted in a few centres.

To foster these vocational skills, Occupational Studies allows learners to learn for work, through work and about work. This hands-on approach is ideal for those who prefer to develop their skills in a more practical, occupational environment.

Occupational Studies continued to be very popular with learners undertaking two units from any of the six pathways.

- Design and Creativity
- Technology and Innovation
- Construction
- Business Services
- Environment and Society
- Engineering and Engineering Services

There are still general issues in some units which include:

- Evidence is required of annotated photographs for AO2.
- Better teacher mark grids that show where and why marks have been awarded in AO1, AO2 and AO3.
- Front cover sheets detailing the name of the unit and the candidates' details were not included in a few centres.

Childcare – The Play Environment

Most centres provided well-structured portfolios of learners' evidence with clear marking schemes. Some centres had redesigned their assessments and provided a variety of open and closed questioning to ascertain the learners' knowledge and understanding of Health & Safety and Environmental Issues.

In the majority of centres the evidence for the practical elements of the unit was clear with photographic evidence which was annotated by most learners. Most centres produced annotated photographs clearly showing the various stages in the practical processes, and the majority of tutor observation records were clearly annotated and helped justify the mark awarded. The majority of centres failed to submit the actual finished product that was designed and produced by the learner for the practical task of creating a game and the visual aids used when reading a story. This is NOT acceptable and may result in learners' marks being adjusted for these criteria. This evidence MUST be provided to further clarify the marks awarded by the tutor. Some centres omitted to provide learners with the opportunity to provide evidence for adapting the game to suit children with specific needs and listing the rules of the game. This resulted in the learners' mark for creating a game being adjusted at moderation.

In the majority of centres folders of evidence were very well presented with CCEA Learner Unit Tracking Grids used to record the learners' marks. Clear evidence of progression throughout the year/semester was evident in the learners' diaries.

Communicating in an Office or Business Environment

Satisfactory opportunities were provided for learners to demonstrate knowledge and understanding of materials and related skills. Moderators observed a good range of questions used to stretch and challenge learners. Some centres failed to provide the opportunity for learners to research and present evidence of three careers in this occupational area.

A wide variety of teaching activities and realistic practical assessments which enhanced the learner experience resulted in good learner outcomes being achieved. Teachers used role play and simulated exercises to assess the learner outcomes relating to making and receiving telephone calls. Good records of teacher observations and witness statements provide evidence for achievement. Some teachers audio or video recorded the learners making and receiving telephone calls. This is an excellent method to gather evidence for this criterion and should be considered by those delivering this unit.

There was clear evidence in the majority of centres showing how the learners were assessed with transparent marking schemes showing the marks for each of the grading criteria.

The evidence presented by the learners for their task and final evaluations was, in the majority of cases, good and appropriately marked by the teachers.

Contemporary Cuisine

In general the learners provided good evidence of safe working practices in a working environment, energy efficiency, local careers opportunities and knowledge of materials. In some instances the questions in relation to careers were too simplistic with learners being asked to list three careers instead of researching these. In a minority of centres, the learners failed to research relevant careers and this results in the marks awarded being adjusted. Teachers must guide learners when selecting careers to research. It would be encouraging to see learners show evidence of site visit/s to professional catering establishments which support understanding of career opportunities in their related chosen industry. Otherwise there was a good range of questions to stretch and challenge learners.

The learners were provided with a very good range of suitable tasks as per specification requirements. Some centres did not clearly show transparent marking grids for AO2 to support marks awarded for each task assessed. The majority of teachers provided good observation records to justify the mark awarded. The photographic evidence provided was generally good. It is recommended that colour photographs are used as this will reflect both the quality and creative flair of the methods and processes carried out in all aspects of the activities.

In general the task and final evaluations were satisfactory to good. Many of the learners tend to be descriptive and repetitive rather than evaluative when completing their evaluation. They must be encouraged to reflect on the tasks completed and suggest methods to improve their performance.

There was little evidence provided in many of the portfolios of internal standardisation.

CCEA Learner Unit Tracking Grids must be used to record each learner's marks. These grids are provided in the unit specification.

Creative Styling Using Blow-Drying Techniques

In the majority of centres more stretch and challenge questions need to be provided to enable differentiation between learners, specifically in the area of materials and related skills and environmental issues.

Good transparent marking grids were provided by most centres showing how marks were awarded for the practical activities. There was good photographic evidence with annotation from the learner to support the photographs. Dolly heads MUST NOT be used when assessments are being carried out and observed as it is impossible to converse with a dolly head to ascertain their needs/wishes, provide the client with aftercare advice or obtain client feedback. In a minority of cases, marks were awarded for the criterion of providing aftercare advice even though there was little or no evidence to support the marks. Learners are required to carry out styling on both long and short hair. This is a requirement of the specification and centres must provide learners with the resources to meet this requirement.

Internal standardisation had taken place in most centres moderated.

Learners also must be given the opportunity for more self-reflection rather than descriptive writing in their evaluations. This would allow them to achieve higher marks for this criterion.

Customer Service

A minority of centres used practical/real selling opportunities to demonstrate customer service competence. This must be developed in all centres that select this unit.

A wide variety of assessment methods were in evidence e.g. work product, observations, oral presentations, witness statements and role plays. Overall evidence was well presented, clearly referenced with good feedback and transparent marking evident in many cases.

In a minority of centres the evidence for the six AO2 criteria took the form of written assessment with learners not being provided with the opportunity to demonstrate their practical skills. This resulted in lower outcomes being achieved as marking was outside of tolerance and adjustments were made at moderation. Centres must ensure that the assessment opportunities provided for AO2 are in fact practical assessments where the learners physically carry out customer service duties and not, as in some instances, written exercises which can only be assessed under the AO1 materials and related skills criterion.

In order to ensure that learners achieve a Level 2 qualification, tutors should encourage more in-depth learner analysis and evaluation of their own performance.

Facial Skincare

The majority of centres produced good photographic evidence suitably annotated and showing the various stages of the processes involved in the practical activity. Tutor observation and witness statements were also used as evidence.

In most centres the recall of knowledge questions still tended to be simplistic not allowing for stretch and challenge to demonstrate learners full extent of knowledge. Centres must use a combination of open and closed questions and ensure learner research and present detailed evidence of three career opportunities.

Learner evaluations of their own performance, in the majority of centres, tended to merely state what was done rather than focusing on how the task could be improved. Marking for this criterion tended to be lenient and this needs to be addressed for future moderation series.

Robust internal standardisation must be carried out across all units in the Business and Services pathway to ensure consistency in marking between units.

Logistics and Transport

All centres embraced the revised specification criteria. The majority of centres provided good to excellent evidence enabling the learners to achieve high grades. Whilst all centres provided evidence for Health and Safety issues some failed to provide learners with the opportunity to demonstrate researching and presenting evidence for three careers. The majority of centres needed to provide more opportunities for their learners to demonstrate their knowledge and understanding of environmental issues. Some centres need to redesign their assessments in AO1 to ensure all learners have the opportunity to be stretched and challenged.

Centres who arranged educational visits and guest speakers, related to the specification criteria, enhanced the learners' experiences by relating theory to practical experience.

The practical assessment requires learners to carry out and present School Travel/Traffic Speed Surveys, local traffic issues, plan and cost a journey using maps and timetables and consider the logistics/supply chain issues of a local supermarket. Several centres failed to provide learners with the opportunity to meet all of these criteria thereby disadvantaging their learners. All centres provided some evidence of carrying out risk assessments and safety measures.

Tutors who encouraged their learners to identify their strengths and weaknesses and suggest how they could improve their performance provided opportunities to achieve higher marks. In a minority of centres the marking of the evaluation evidence was lenient.

Manicure and Nail Art

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The majority of centres produced good photographic evidence suitably annotated and showing the various stages of the processes involved in the practical activity. Tutor observation and witness statements were also used as evidence.

Learner evaluations of their own performance in the majority of centres tended to merely state what was done rather than focusing on how the task could be improved. Marking for this criterion tended to be lenient and this needs to be addressed for future moderation series.

Robust internal standardisation must be carried out across all units in the Business and Services pathway to ensure consistency in marking between units.

Modern Office Procedures

Teachers used a variety of methods to assess learners' knowledge and understanding. The majority of centres provided satisfactory evidence to cover Health and Safety, Career Opportunities and Environmental Issues. More stretch and challenge questioning must be included to enable learners to provide more detailed answers.

Realistic practical assessments enhanced the learner experience resulting in good learner outcomes being achieved. All aspects of mail handling together with manual and electronic filing system gave learners an insight to modern office procedures. Good records of teacher observations and witness statements provide evidence for achievement.

The task and final evaluations provided by the learners, in the majority centres, were of a reasonable standard but tended to be leniently marked. Opportunities for the learners to identify their skills, strengths and weaknesses and suggest ways to improve performance would have resulted in higher marks.

There was clear evidence, in the majority of centres, showing how the learners were assessed and good marking schemes showing the marks for each of the grading criteria.

Modern Retailing

Written questioning was the main method used to assess the learners' knowledge and understanding of the requirements of this unit. The teachers provided clear mark grids which supported the marks awarded. In the majority of centres, learners were provided with good opportunities to demonstrate their knowledge of Health and Safety Issues. In a minority of centres learners were not provided with sufficient opportunity to research and report on three career options, and this was reflected in the mark awarded.

To meet the specification requirements for this unit, centres that developed links with local retail organisations benefited from educational visits and guest speakers. Examples of the practical assessment evidence included learners setting up and selling a variety of products which provided them with the opportunity to demonstrate their interpersonal skills, handling enquires and complaints, receiving payment, merchandising and stock handling skills.

Good annotated photographic evidence together with teacher observation records supported the marks awarded for the AO2 criteria.

The learners were provided with opportunities to review their performances in the practical tasks. In order to achieve the top marks learners should be encouraged to critically analyse their work and suggest improvements which could be made.

Patisserie and Baking

In general the learners' portfolios contained all the evidence required to enable achievement. The language was appropriate for the level of learner and the layout was clear and simple to follow. In the majority of centres the learners' work, observation records and photographic evidence was authenticated by both learner and teacher/lecturer. Learners are required to provide photographic evidence of the processes in the practical activities undertaken not just the finished product.

In general learners provided good evidence of safe working practices in a working environment. When preparing food, learners must wear the appropriate clothing and this must be evidenced within their portfolios. In relation to careers some learners just listed rather than described or illustrated different job roles. The careers chosen to research must also be relevant to the unit of study e.g. a baker, cake decorator.

The practical activities were realistic and completed to a high standard. All centres provided learners with the opportunity to meet the requirements of the specification.

Centres provided learners with the opportunities to evaluate the practical tasks. In a minority of centres the learners' final evaluations needed to be further developed in order to allow the learners to achieve higher level marks. Some centres tended to mark the evaluative work leniently.

CCEA Learner Unit Tracking Grids must be used to record each learner's marks. These grids are provided in the unit specification.

Shampooing and Conditioning Treatments

In the majority of centres the recall of knowledge questions tended to be simplistic not allowing learners to show the full extent of their knowledge. Centres must use a combination of open and closed questions to assess the learners' knowledge and understanding of Health and Safety, Environmental Issues, Material and Related Skills. There must be evidence of detailed research of three careers related to this occupational area preferably showing opportunities for progression.

Most centres produced excellent photographic evidence suitably annotated and showing various stages of the process. Tutor observation and witness statements were also used as evidence. The specification requires learners to demonstrate shampooing and conditioning long and short hair. Some learners were only provided with the opportunity to demonstrate this on long hair. Not meeting the specification requirements will reflect in the outcomes achieved. Dolly heads must not be used when assessments are being carried out and observed as it is impossible to converse with a dolly head to ascertain their needs/wishes or provide client feedback/aftercare advice. It is the centres' responsibility to provide learners with the resources to meet the specification requirements.

Learner evaluations of their own performance, in the majority of centres, tended to merely state what was done rather than focusing on how the task could be improved thereby demonstrating that learning had taken place. Marking for this criteria tended in some centres to be slightly lenient.

The Physical Care of Babies

Most centres were using the CCEA provided exemplar materials to assess learners in this unit. Additional open questioning should be introduced to ensure learners are provided with the opportunity to demonstrate fully their knowledge and understanding of Health and Safety, Environmental Issues, Materials and Skills relevant to this unit. Transparent marking schemes were available for moderation.

The evidence for the practical aspect of the qualification was mainly photographic, suitably annotated with tutor observation and witness statements. In the majority of centres teachers/lecturers provided excellent feedback to learners and this helped the learners when self evaluating their performance.

Folders of evidence were very well presented with CCEA Learner Unit Tracking Grids used to record learner marks. Clear evidence of progression throughout the year/semester was evident in the learner diary.

Using Office Technology

In the majority of centres the standard of work moderated was good. The majority of questions assessing the learners' knowledge and understanding of Health and Safety, Environmental Issues, Material and Related Skills were closed and did not allow for differentiation of learners. Questions to stretch and challenge the learners must be included to ensure they can assess the full mark range.

Realistic practical assessments were provided which enhanced the learner experience resulting in higher learner outcomes being achieved. This unit helps to develop the learner's literacy, numeracy and ICT skills as well as team working.

In a minority of centres learners were not provided with the opportunity to fully demonstrate their practical skills using the scanner, the photocopier or fax machine and this impacted on the final outcome.

There was clear evidence in the majority of centres showing how the learners were assessed with transparent marking schemes showing the marks for each of the grading criteria.

The marking of the learners' task and final evaluations in a minority of centres tended to be slightly lenient.

Vehicle Servicing and Valeting Operations

An amendment to the specification (Circular No. S/IF/24/14) was sent to all schools and colleges, outlining changes that were to be put into operation in this unit. Evidence must be presented to cover the knowledge and understanding elements of both vehicle servicing and valeting. For the practical assessments, candidates have to choose either Servicing or Valeting and not both. Several assessment opportunities must be provided for candidates, so that all of the specification is evidenced.

In the majority of centres the evidence for knowledge and understanding tended to be simplistic and did not allow students to demonstrate their full potential. Centres should use a combination of open and closed questions to assess the learners.

Centres must ensure that all specification requirements are addressed i.e. both Servicing and Valeting even though the practical assessment requires only Servicing or Valeting to be carried out. The practical assessments must fully meet the specification requirements. In some centres only the minimum opportunities were provided and this disadvantaged the learners.

The evidence for the practical work, in the majority of centre, was photographic. The photographs must be annotated and signed by both the tutor and the learner. Witness statements and teacher/lecturer observations records must also be provided as evidence for the practical tasks. The photographic evidence must show the learners wearing the appropriate PPE.

There was clear evidence in the majority of centres showing how the learners were assessed, and transparent marking schemes showing the marks for each of the grading criteria.

The marking of the learners' task and final evaluations, in a minority of centres, was lenient.

Contact details

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