



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

January Series 2018

Principal Moderator's Report

occupational
studies
Business and 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

Contents

Principal Moderator's Report	3
Contact details	7

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

Principal Moderator's Report

Introduction

The moderators reported that the quality of candidate evidence presented was, in general, of a high standard. A wide variety of teaching activities and assessment methods were observed resulting in high candidate outcomes being achieved by the majority of candidates. Where photographic evidence was used this showed candidates performing realistic working activities, and in the majority of centres the photographs were well annotated by the candidate, identifying the processes involved. Centres must ensure that candidates are equipped with the appropriate PPE. Moderators noted from the photographic evidence that some centres are not meeting this specification requirement.

The candidates' diaries detailed the learning process, and in some cases reflective evaluations were included which formed part of the assessment for the Assessment Objective 3 criterion. Moderators reported that the majority of the marks awarded for candidates' evaluations reflected the evidence presented.

The moderators observed that all units were successfully tailored to meet the needs of a wide range of learning abilities. The quality of the teaching and learning materials was of a good standard.

Moderators felt that a minority of centres needed further training to ensure that all centres know how to clearly indicate how marks are awarded in each of grading criteria. Most centres are now aware of the need to mark according to the CCEA Learner Unit Tracking Grid criteria outlined at the end of each occupational unit. Marks awarded for each criterion (where appropriate) may be recorded to two decimal places. Only the final mark should be rounded up or down and displayed as a whole number. Some centres for Assessment Objective 2 need to include more assessor observation records clearly stipulating the criteria being assessed with comments to support the marks awarded. Internal standardisation was recorded as being carried out in all centres except in cases where there was only one tutor delivering the course, however, moderators would like to see more effective internal standardisation being carried out across the units in the Business and Services qualification.

Childcare: The Play Environment

Most centres provided good to very good portfolios of candidates' evidence for this unit. A variety of open and closed questioning together with transparent marking schemes was available for moderation.

In the majority of centres the evidence for the practical element of this unit was clear with photographic evidence which was annotated by the candidates. Most centres produced annotated photographs clearly showing the various stages in the process and the majority of tutor observation sheets were clearly annotated and justified the mark awarded. Centres submitted the actual finished product that was designed by the candidate for the practical task of creating a game and the visual aids used when reading a story. This provided further clarification for the marks awarded by the tutor.

Candidates were provided with the opportunity to evaluate their performance in the practical activities and these were marked appropriately. Candidates also evaluated the complete unit studied with the more able candidates suggesting how the study of this unit influenced their future career plans.

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

Contemporary Cuisine

In general the learners provided good evidence of safe working practices in working environment energy efficiency, local careers opportunities and knowledge of materials.

However, in some instances the questions in relation to careers were too simplistic with learners being asked to list three careers instead of researching these. 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 provided a very good range of suitable tasks as per specification requirement; however some centres did not clearly show transparent marking grids for Assessment Objective 2 to support marks awarded for each task assessed.

The photographic evidence provided was generally good, and 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 and marked appropriately.

Facial Skincare

For the practical work 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.

In some centres the recall of knowledge questions tended to be simplistic not allowing candidates to show the full extent of their knowledge. Centres should use a combination of open and closed questions to assess candidates in Health and Safety, Careers and Environmental Issues.

Candidate task and final evaluations were, in the majority of centres, marked appropriately.

Manicure and Nail Art

For the practical work 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.

In a minority of centres the recall of knowledge questions tended to be simplistic not allowing candidates to show the full extent of their knowledge. Centres should use a combination of open and closed questions. Candidates should be provided with the opportunity to answer some questions requiring extended writing for Health and Safety, Environmental issues and materials and skills related to this unit. This would allow for differentiation between candidates.

Candidate 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 a few centres, to be slightly lenient.

Patisserie and Baking

In general the candidates' portfolios contained all the evidence required to enable achievement. The language was appropriate for the level of candidate and the layout was clear and simple to follow. In all centres the candidates' work, observation records and photographic evidence had been authenticated by both candidate and tutor. Candidates where possible should provide photographic evidence of the processes in the practical activities undertaken not just the finished product.

In general candidates provided good evidence of safe working practices in a working environment. However, in relation to careers some candidates just listed rather than described different job roles. Candidates must be provided with the opportunity to fully research three careers to ensure they are not disadvantaged in this criterion.

The practical activities were realistic, relevant and completed to a high standard. All centres provided candidates with the opportunity to meet the requirements of the specification. In a minority of centres candidates' final evaluations need to be further developed to encourage them to consider how the study of this unit has influenced their career choices. This will allow the candidates to achieve higher marks.

Shampooing and Conditioning Treatments

Centres provided candidates with the opportunity to complete two practical assessment activities required by the specification. The specification assessment requires candidates to carry out two practical assessments - one on long hair and one on short hair. It is the centres' responsibility to ensure that all resources are available for candidates to meet the specification requirements. Failure to meet the requirements results in candidates' marks being negatively adjusted.

In a minority of centres the recall of knowledge questions tended to be simplistic not allowing candidates to show the full extent of their knowledge. Centres should use a combination of open and closed questions. Centres should also provide candidates with the opportunity to answer questions through extended writing.

Candidates must be given the opportunity for more self-reflection rather than descriptive writing in their evaluations. In the final evaluation, candidates should consider how the study of this unit has affected their career choice. This would allow them to achieve higher marks for this criterion.

The Physical Care of Babies

Most centres provided very good folders of candidate evidence for this unit. A variety of open and closed questioning together with transparent marking schemes was available for moderation. Centres should consider providing candidates with some opportunity to engage in extended writing activities when answering questions relating to Health and Safety and Environmental Issues. This would allow for differentiation between the candidates. Centres must also relate the teaching of this unit to the working environment and not the home environment.

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 tutors provided excellent feedback to candidates. This helped candidates when self-evaluating their performance in the practical activities. It was also beneficial during the moderation process.

Centres provided good opportunities for candidates to evaluate their practical activities and the unit of study. In a minority of centres the evaluations were leniently marked.

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

Using Office Technology

The standard of work moderated ranged from satisfactory to good. A variety of teaching activities and realistic practical assessments were presented as evidence. This unit helps to develop the candidates' literacy, numeracy and ICT skills as well as the wider skill of team working.

In a minority of centres candidates were not provided with the opportunity to demonstrate their practical skills using the photocopier or fax machine and this impacted on the final outcome. Centres should consider using video and/or audio evidence to support the marks awarded for telephone and answering machine tasks.

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

Candidates were provided with the opportunity to evaluate their own performance in the practical tasks and these were marked appropriately.

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 to be put into operation in this unit. Evidence must be presented to cover the knowledge and understanding elements of vehicle servicing and valeting. For the practical assessments, candidates have to choose either Servicing or Valeting but not both.

Several assessment opportunities need to be provided to candidates so that all the specification requirements are 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 centres was photographic. This needs to be annotated, signed by both tutor and learner together with witness statements and teacher/lecturer observations. 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 mark schemes showing the marks for each of the grading criteria.

The marking of the learners' task and final evaluations in the majority of centres was appropriate.

No entries were submitted for the following units:

- Communication in an Office or Business Environment
- Creative Styling Using Blow-Drying Techniques
- Customer Service
- Logistics and Transport
- Modern Office Procedures
- Modern Retailing

Contact details

The following information provides contact details for key staff members:

- Specification Support Officer: Nuala Tierney
(telephone: (028) 9026 1200, extension: 2292, email: ntierney@ccea.org.uk)
- Officer with Subject Responsibility: Dawn Agnew
(telephone: (028) 9026 1200, extension: 2445, email: dagnew@ccea.org.uk)