



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

Summer Series 2019

Principal Moderator's Report

occupational
studies
Business Services

Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2019 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 Report

General Introduction (All six Occupational Studies pathways)

The summer 2019 series saw the introduction of E- Moderation for all centres. This transformation from a paper based system to an electronic system went very smoothly for both the teaching centres and the moderation team.

The number of cash-ins for the summer 2019 series has increased 11.1% to 8941 cash-ins. The total number of units entered has increased by 9.6% to 17325 units. The number of adjustments has decreased from 84 in summer 2018 to 61 in summer 2019. One further centre had an adjustment to moderator's mark. Some centres need to include more stretch and challenge assessment opportunities in order to give their candidates access to the higher mark bands within the AO1 criteria. Centres must clearly align AO2 practical tasks with all the assessment criteria found in each unit specification. If centres are found not to have 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. In some instances candidates' work was returned to centres to complete internal standardisation prior to moderation taking place.

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 standard reflecting the specification requirements and mostly 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 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 AO3 criteria. In some centres, the marks awarded for learners' knowledge and understanding assessments and/or their evaluations of performance tended to be lenient. In a minority of centres these marks were outside of tolerance, resulting in all units in the centre's marks being adjusted.

The moderators observed that most units required more stretch and challenging assessments particularly within the AO1 assessment criteria to meet the needs of a wide range of learning abilities. They also noted that the majority of the learners' evaluations tended to be descriptive rather than evaluative.

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 21.4% of the overall candidature.

The senior moderation team carried out a number of spot checks on centres as part of the moderation process. This process highlighted that the majority of centres were marking within tolerance levels. A minority of centres had their marks adjusted because the evidence did not support the teacher's marks or the candidate was not assessed in line with the ten learner outcomes set out in the Learner Unit Tracking Grid.

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 single award 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, and
- Front cover sheets detailing the name of the unit and the candidates' details were not included in a few centres.

Childcare: The Play Environment

In the majority of centres folders of evidence were very well presented. Clear evidence of progression throughout the year/semester was evident in the learners' diaries.

Most centres provided well-structured portfolios of learners' evidence with clear marking schemes. Some centres have redesigned their assessments and provide 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. 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.

A minority of centres failed to mark the practical tasks in accordance with the six AO2 criteria set out in the CCEA Learner Unit Tracking Grid. Some centres also failed to demonstrate clearly how the marks for each of the AO2 criteria had been achieved. Both of these omissions resulted in some centre's marks being negatively adjusted.

The learners must provide evidence of physically setting up a book corner. Where this is

completed as a group activity the candidate must provide evidence of their individual input of the activity. It is not sufficient to simply draw a plan of a book corner.

The centre should also consider providing videoing evidence of learners telling their story/poem and playing their game.

The learners were provided with opportunities to reflect on their performances in the practical tasks and to complete an end of unit evaluation. In the majority of centres the learners tended to simply describe the activities which had taken place rather than constructively analyse their performance, making suggestions on improvements. These evaluations, in most centres, tended to be leniently marked.

Communicating in an Office or Business Environment

Opportunities were provided for learners to demonstrate knowledge and understanding of the materials and related skills required in this occupational area. Moderators observed a good range of questions used to stretch and challenge learners. Most centres provided opportunities 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 learners' scripts, teacher observations and witness statements provide evidence for achievement. Some teachers audio or video recorded the learners making and receiving telephone calls as well as the role play activities relating to dealing with customers' needs, queries and complaints. This is an excellent method to gather evidence for this criterion and should be considered by all those delivering this unit.

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 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, career opportunities and knowledge of materials. In some instances the questions in relation to careers were too simplistic with learners being asked to list 3 careers instead of researching these. In a minority of centres, the learners failed to research relevant careers and this resulted in the marks awarded being adjusted. Teachers must guide learners when selecting careers to research to ensure they are relevant to the occupational area. 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. In general there was a good range of questions to stretch and challenge learners.

The learners were provided with a very good range of suitable tasks to meet the specification requirements. Some centres did not clearly show transparent marking grids for AO2 to support the marks awarded for each task assessed. The majority of teachers provided good observation records to justify the marks awarded. The photographic evidence provided was generally good and well annotated. 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 tended 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, as the final page, in the unit specification. Failure to do so by a minority of centres resulted in their learners' marks being negatively adjusted since there was no evidence that the practical tasks were marked in accordance with the learner outcome criteria.

Creative Styling Using Blow-Drying Techniques

In the majority of centres more stretch and challenge questions needed to be provided to enable differentiation between learners, specifically in the area of materials and related skills and environmental issues. This resulted in the marks awarded being too lenient for the evidence provided.

Good transparent marking grids were provided by most centres showing how marks were awarded for the practical activities. There was good photographic evidence which was well annotated by the learner detailing the processes carried out during the practical tasks. 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 it is the centres' responsibility to ensure the learners have the resources to meet this requirement. Learners' marks were adjusted when the evidence was not available to meet the specification requirements.

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. Centres tended to mark the evaluations leniently and in some instances this resulted in an adjustment due to the marks being outside of tolerance.

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 the 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 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. Role play activities where the learner acts as the customer cannot/must not be used to assess that candidate's ability in customer service.

Centres should consider the use of video evidence to record the assessment of learners' communication skills, dealing with customer needs and customer complaints. Through these assessments evidence would also be generated to meet the requirements for

assessing the learners' personal appearance and presentation.

Most centres provided an opportunity for learners to gather customer feedback. The evidence was minimal usually in the form of one blank or completed questionnaire. This evidence was insufficient to meet the specification requirements. At least 20 individually completed questionnaires must be included in each learner's portfolio of evidence with evidence of these being analysed using a spreadsheet program to produce graphic evidence of the results or by means of tally sheets and hand drawn graphic evidence. Only then will the learner have the evidence to produce a report/action plan of improvements to be carried out. The report/action plan should identify what needs to be done, who is responsible and the timescale required.

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 learners research and present detailed evidence of three career opportunities. The marks awarded in most centres were lenient for the evidence presented.

Most centres provided candidates with good opportunities to present evidence for the practical element of the qualification. The candidates annotated the photographic evidence detailing the processes carried out. This helped in during the moderation process.

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 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. Where surveys are carried out there must be evidence of analysis of the data having taken place using a spreadsheet program and the findings recorded in the form of a short report. 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

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 should use a combination of open and closed questions and ensure learners research and present detailed evidence of three career opportunities. A minority of centres are still presenting very basic evidence of career research and this is resulting in learners' marks being too lenient for this criterion.

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 of modern office procedures. Good records of teacher observations and witness statements provide evidence for achievement. A minority of centres provided excellent photographic evidence of the stages involved in manual filing and mail handling. The photographs were well annotated by the learners demonstrating their knowledge and understanding of the processes.

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, this provided them with the opportunity to demonstrate their interpersonal skills, handling enquires and complaints, receiving payment, merchandising and stock handling skills. Some centres provided video evidence of the learners selling products, merchandising etc. and this provided excellent evidence. Good annotated photographic evidence together with teacher observation records also 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 grade 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 and in the majority of centres this was fulfilled.

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 describe or illustrate 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.

A minority of centre are still not using the CCEA Learner Unit Tracking Grids to record each learner's marks. These grids are provided in the unit specification. Failure to use this documentation may result in learners' marks being adjusted since the evidence to support the marks awarded is not present.

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. Failure to meet these requirements resulted in some centres' marking being too lenient and consequently marks being adjusted during moderation.

Most centres produced excellent photographic evidence suitably annotated and showing the 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. Failure to do so in a minority of centres resulted in the learners' marks being negatively adjusted.

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 original CCEA exemplar materials to assess learners in this unit. CCEA has produced and update exemplar portfolio with additional open questioning to help ensure learners are provided with the opportunity to demonstrate fully their knowledge and understanding of Health and Safety, Environmental Issues and Careers 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 teacher/lecturer 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. CCEA has produced an updated exemplar portfolio for this unit incorporating opportunities for stretch and challenge assessments.

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. Learners are required to demonstrate producing single page, multiple copies, double-sided and multi page photocopies and the copies produced must be presented as evidence in the learners' portfolios. All the products produced by the candidates for assessments in word processing, spreadsheets, emails, faxing, scanning, calculations and scripts of telephone conversations must be marked, included and supported by the teacher/lecturer observation records. The centres are also advised to use audio/video evidence to record the learners' telephone assessments.

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 specifications (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 the specifications 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, this disadvantaged the learners and resulted in the learners' marks being negatively adjusted.

The evidence for the practical work, in the majority of centre, was photographic. The photographs must be annotated and signed by both the teacher/lecturer and the learner. Witness statements and teacher/lecturer detailed 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 evidence in the majority of centres showing how the learners were assessed and marking schemes showing the marks for each of the grading criteria. The learners' evidence provided in the majority of centres was minimal and did not fully address either the knowledge element or the practical skills required to fully meet the specification requirements. Centres must provide learners with the assessment opportunities they need to meet the specification requirement enabling learners to present evidence to support the marks awarded.

The marking of the learners' task and final evaluations, in the majority of centres, was lenient for the evidence provided.

Contact details

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