



Rewarding Learning

**Occupational Studies
Guidance on Portfolio Structure for
Occupational Studies**

Guidance on Portfolio Structure for Occupational Studies

It is recommended that the following items should be included in a portfolio of evidence for Occupational Studies:

- **Front Cover Sheet:**
 - Pathway;
 - Unit Title;
 - Candidate Name and Number;
 - Administration Centre Name and Number;
 - Teaching Centre Name and Number (where appropriate); and
 - Statement of Authenticity – signed and dated by both the Candidate and Tutor

- **Unit Specification**

- **My Record** – to include learning outcomes for Section 1, 2, 3 and 4 where appropriate. See below a sample for Childcare – the Play Environment.

- **Learner Unit Tracking Grid** – final page of each specification.

- **Marking Grid** – to demonstrate possible and actual marks for each assessed activity in AO1, AO2 and AO3.

- **AO1 Knowledge and Understanding (total 10 marks):**
 - (a) **Health and Safety (4 marks):** HASAWA (order) – general questions should refer to a minimum of 3 employer and 3 employee responsibilities. Further Health and Safety questioning should be specific to the individual occupational areas.
 - **Careers (3 marks):** 3 careers directly linked to the occupational area. Evidence of research should reflect:
 - Roles and Responsibilities;
 - Personal Skills;
 - Career progression pathways;
 - Qualifications required; and
 - Salary Structure

 - **Environmental Impact (3 marks):** Evidence presented must relate directly to the environmental impact of the occupational area. This should include the carbon footprint of resources used and consideration of the 3 Rs (Reduce, Reuse and Recycle).

 - (b) **Materials and Skills (10 marks):** Evidence presented should reflect learners' knowledge and understanding of the resources, equipment and skills specific to the unit.

- **AO2:**

– Practical evidence marked in accordance with the 6 assessment criteria as outlined in the Learner Unit Tracking Grid. Suitable evidence may be presented in the form of product(s), photographs clearly identifying the process undertaken and clearly annotated, teacher observation sheets clearly showing criteria being assessed and marks awarded. Each of the 6 assessment objectives are marked out of 10 marks. AO2 total = 6x10 = 60 marks).

- **AO3:**

Task Evaluation(s) (total 10 marks).

– Each task evaluated should allow learners the opportunity to reflect on their practice and make suggested improvements for future activities in the occupational area. Evaluative comments made in the diary may contribute to the mark awarded.

Final (End of Unit) Evaluation (total 10 marks).

– The final evaluation must be a reflection of the learners' experience and skills acquired whilst studying the unit. The evaluation should include:

- Reflection on personal skills developed and areas for improvement;
- Knowledge and practical skills gained; and
- Impact on future career pathway

To achieve high marks learners are expected to produce a piece of extended writing which clearly demonstrates personal learning and development over the course of the unit. Please refer to the 'Guidance for Evaluations' on the Occupational Studies microsite.

Childcare: The Play Environment – My Record

Task	Completed	Page(s)
Understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;		
Identify the expected patterns of children's development;		
Identify the stages of language development;		
Identify common communication difficulties;		
Identify the stages of play;		
Identify suitable books, toys and games for each stage of development;		
Provide examples of suitable experiences which encourage language development;		
Demonstrate knowledge of the importance of health, safety and environmental issues;		
Outline the role of the childcare worker and 2 other career opportunities in this area;		
Read books and poems to children;		
Demonstrate how to present rhymes and finger play;		
Make and use visual aids to complement stories, poems and rhymes using recycled materials;		
Set up a book area;		
Identify suitable games for different stages of development;		
Identify how games encourage learning;		
Make a game for a particular age group using recycled materials;		
Prepare the rules for the game;		
Identify how the game helps children's development;		
Demonstrate how to adapt the game to enable participation by children with particular needs;		
Identify health, safety and environmental issues of using and recycling materials with young children;		
Evaluate their own performance in practical tasks;		
Carry out an end-of-unit evaluation; and		
Diary		