



LONGSTONE SCHOOL

Occupational Studies Environment & Society

ARTICLE 28

“Every child has the right to an education.”

Reviewed August 2022



Introduction

This policy outlines the aims, principles and strategies for the teaching and learning of Occupational Studies Environment and Society Level 1 / Level 2 and Entry Level Occupational Studies in Longstone School.

Aims of the School

In Longstone we aim to provide a broad and balanced set of educational and vocational experiences, which are designed to prepare our pupils for life after school, including the skills and attributes which are necessary for participation in the world of work. **(Article 29 Develop Talents and Abilities).**

In the Occupational Studies Department, we try to achieve these aims by matching pupils to learning programmes which suit the individual needs and abilities of each pupil. We encourage pupils to participate in all elements of their course of study, helping them to develop both academic and practical skills which they can take to their Post 16 destination. **(Article 28 Right to an Education).**

The staff work hard to create a happy and secure learning environment where pupils are motivated to succeed, are rewarded for success, and are encouraged to respect the rights of others. **(Article 24 Right to a Safe Environment).**

Aims of the Occupational Studies Department

Level One / Level Two

We aim to teach pupils transferable skills and knowledge which they can use throughout their careers. To foster this, we give pupils opportunities to learn for work, through work and about work. As well as learning in the classroom pupils studying this course are given opportunities to participate in work-related learning practical assessments. The hands-on approach helps prepare the pupils for working in practical occupational environments. The qualification itself is coherent and flexible and provides a good foundation from which to advance to competence-based Post 16 courses. **(Article 29 Develop Talents & Abilities).**

Entry Level

We have introduced this course to enable lower ability pupils the opportunity to be introduced to the world of work in a practical and motivating way. The pupils study a range of units which enhance their employability skills, prepares them for life after Longstone and it also gives some pupils the opportunity to progress to higher learning in Sixth Form or Further Education. **(Article 28 Education).**

Occupational Studies and the Northern Ireland Curriculum

The curriculum at Key Stage Four must meet the diverse needs of all young people. It should be based on individual pupil needs, their interests and aspirations; consider individual ability; and consider future learning and/or career pathways. To meet these requirements, we offer the option of the Level 1 / Level 2 Award and Entry Level Occupational Studies. We also select units which would be most useful to the individual pupils' future careers. In the Entry Level qualification there are 52 units for the pupils to choose from. **(Article 29 Develop Talents & Abilities).**

Curriculum Objectives

The NI curriculum seeks to empower pupils to achieve their potential and make informed and responsible decisions throughout their lives. It is about helping pupils prepare for life and work: As individuals, as contributors to society and as contributors to the economy and environment. **(Article 12 Right to an Opinion).**

Occupational Studies Level 1 / Level 2 Meeting Curriculum Objectives

The specification addresses and builds upon the broad objectives of the Northern Ireland Curriculum. It enables learners to:

- Develop as individuals and contributors to society, the economy and the environment, by providing opportunities to explore topics such as health, media awareness and work in the local and global economy;
- Develop personal skills, such as: Self-awareness, active listening, and time management (Personal Development); mutual understanding, managing conflict, and participation (Citizenship); presentation and self-marketing, target setting, and career planning (Employability);
- Develop an understanding of social, economic and cultural issues, by providing opportunities to explore topics such as health and safety legislation, recycling of materials, the use of sustainable and environmentally friendly materials, the disposal of waste materials, and costing and resourcing of materials;
- Develop vocational skills that will enhance employability, by providing opportunities to select and use appropriate materials, components and hand tools, and to gain an overview of the roles and responsibilities of various occupations;
- Make effective use of technology, for example by providing opportunities to source information through the internet; and
- Demonstrate creativity and initiative when developing ideas and following them through

Entry Level Occupational Studies meeting curriculum objectives

The specification for Entry Level builds upon the broad objectives of the Northern Ireland Curriculum. In particular, it enables pupils to:

- Develop as individuals and contributors to the economy, society and environment by providing opportunities to explore topics such as baking, hospitality, customer service and joinery;
- Develop personal skills in areas such as: self-awareness, personal health and relationships (Personal Development); - diversity and inclusion, human rights and social responsibility, and equality and social justice (Citizenship); and - work in the local and global economy, and career management (Employability);
- Develop an understanding of social, economic and cultural issues, by providing opportunities to explore topics such as health and safety legislation, the use of sustainable and environmentally friendly materials, the disposal of waste materials and the costing and resourcing of materials;
- Investigate sustainable development, health and safety considerations, and European developments, by providing opportunities to explore topics such as health and safety legislation;

- Develop vocational skills that will enhance employability by providing opportunities to select and use appropriate materials, components and equipment and to gain an overview of the roles and responsibilities of various occupations; and
- Demonstrate creativity and initiative when developing ideas and following them through.

Staff in the Department

Teaching Staff

Mrs Plunkett (delivers Level 1 / Level 2 & Entry Level)
 Mrs Strain (Delivers Level 1/ Level 2 Catering)
 Dr O’Connell (delivers Tech & Design Entry Level Units)
 Mrs M Cromie (Delivers Art & Design units)

Classroom Assistant Support

Mrs Cunningham, Miss Smith
 Mrs Nixon, Mrs Dowds
 Mrs Rolston, Miss Frazer
 Mrs Blair, Ms Kane
 Mr Brown Technology Technician

Staff Development

Teaching staff regularly attend Agreement Trials ran by CCEA, where possible Classroom Assistants also attend.

Teaching Allocation

Occupational Studies is delivered in four forty-minute periods throughout the school week to Year 11 and Year 12 classes. The Entry Level Occupational Studies is delivered alongside the Level 1 / Level 2 Occupational Studies qualifications with lower ability pupils working in small groups, supported by Classroom Assistants. **(Article 1 Non Discrimination)**

Level 1 / Level 2 Award Assessment

Pupils need to complete 2 units over the course of 2 years. The following grades are available:

Level 2	Distinction * Distinction Merit Pass
Level 1	Distinction Merit Pass
	Unclassified

Pupils are entered for Assessment in January with completed portfolios marked over the Easter period and samples of work sent to CCEA in May.

Assessment Weighting for both units:

AO1 – Health and Safety, Environment, Careers, Materials, Knowledge and Skills – 20%

AO2 – Practical Assessments – 60%

AO3 – Evaluation – 20%

Reporting and Grading

Each Unit is marked out of 100. The final mark of both units are combined to get an overall total.

Grade boundaries are as follows:

Level 2	Level One
Distinction* = 180–200 marks	Distinction = 100–119 marks
Distinction = 160–179 marks	Merit = 80–99 marks
Merit = 140–159 marks	Pass = 40–79 marks
Pass = 120–139 marks	
0 – 39 marks unclassified	

Portfolios

The portfolios of evidence contain the following

- Evidence of knowledge and understanding (AO1) This takes the form of written answers to questions or, where more appropriate, a record of oral responses to questions. It covers the range of knowledge and understanding set out in the unit content.
- Evidence of application of knowledge, understanding and skills (AO2) Teachers assess all activities to occupational standards by observing pupils’ performance in practical tasks.
- Evidence of analysis and evaluation of their work (AO3) Pupils should carry out an evaluation for each assessment task within each unit. It should consist of self-reflective statements that analyse and evaluate their performance and indicate how they could make improvements.
- End-of-unit evaluation. This should reflect their new level of knowledge and understanding in the specialist area and the impact it may have on their progression and career opportunities.
- A diary of activities undertaken. The diary must be signed and dated during each lesson by the pupil and teacher and record all activities the learner has carried out as part of the unit.
- A record of all the assessment evidence. The record indicates where each piece of assessment evidence can be found.

Evidence in pupils’ portfolios may be written, photographic or video recorded.

Entry Level Assessment

For ELQ Occupational Studies and Extended Occupational Studies, pupils must complete a portfolio of work to show how they have met the assessment criteria for each unit. Assessments can take place when the pupil is ready. Teachers assess the work and CCEA carry out external moderation. The pupils can achieve Entry Level 1, Entry Level 2 or Entry Level 3 in this qualification. Pupils can complete 6 units to achieve the Occupational Studies Award or 12 units to achieve the double award.

Teachers can choose any assessment method or combination of methods that clearly demonstrates the pupil has met the assessment criteria and achieved the learning outcomes. These methods may include, for example:

- Photographs;
- Written evidence;
- Posters;
- Mind maps;
- Presentations;
- Storyboards;
- Screenshots;
- Videos;
- Witness statements;
- Models
- Leaflets.

Assessment Objectives

In each unit they complete pupils must:

- Recall knowledge and understanding of the specified content (AO1);
- Apply their knowledge, understanding and skills in occupational contexts through undertaking relevant tasks (AO2); and
- Review their work and make judgements about their performance, indicating where improvements could be made (AO3).

In the unit content, you will find separate assessment criteria for each assessment objective in individual units.

Assessment Objective Weightings

Assessment Objectives	Weighting in Each Unit
AO1	10%
AO2	80%
AO3	10%

Differentiation

Pupils are not required to have any prior learning before embarking on the Occupational Studies courses. All Key Stage Four pupils have the opportunity to study Occupational Studies in Longstone School regardless of ability. Reasonable adjustments are made for pupils who may face difficulties in order to help them access and achieve in this qualification. For example, some pupils

instead of writing will use video diaries to record evidence for assessment. ([Article 1 Non Discrimination](#)).

Differentiation by Outcome: The pupils' overall grade will be based on the work they produce in their portfolio. Learning Outcomes are clearly specified in both Entry Level and Level 1 / Level 2 portfolios.

Differentiation by Task Entry Level : In Entry Level Occupational Studies pupils can achieve Level 1, Level 2 or Level 3. Every portfolio gives each pupil the opportunity to achieve all levels. Tasks are coloured coded e.g. Level One Tasks Black, Level Two Tasks Green and Level Three Tasks red. Pupils who are working at Level Two know which tasks they need to complete as they work through their portfolios.

Differentiation by Task Level 1 / Level 2: In the Level 1 / Level 2 Award pupils who are working at Level 2 are encouraged to complete the clearly marked **Stretch and Challenge** questions. For example, a wider range of question types to address different skills using case studies and open-ended questions, practical tasks that are more challenging; and extended writing within evaluations, where appropriate.

Differentiation by Support: Pupils who are of lower ability will have designated Classroom Assistant support in both the Entry Level and Level 1 / Level 2 Award. Teaching staff will communicate clearly with the Classroom Assistant(s) about their specific roles when supporting the pupils.

Individual Pupils: In certain cases, and where feasible individual pupils studying Entry Level can request to complete any of the 52 units which interest them. This is a useful tool to motivate and engage hard to reach pupils.

Learning Styles: Lessons and programmes of study are planned with different learning styles in mind. For example there are practical tasks, visual aids and quizzes included in each unit in order to appeal to all learners.

Teaching Strategies

Occupational Studies provides all pupils with the opportunities to explore real life issues. These classroom experiences lead to the development of a wide range of transferrable skills such as the development of decision making skills and the ability to work with others.

Thinking Skills and Personal Capabilities Level One / Level Two

Opportunities to develop Thinking Skills and Personal Capabilities are outlined on term planners for all units. Each unit requires the pupil to work in a team to develop a product or service which they sell to their customers. Some examples of how Thinking Skills and Personal Capabilities are exploited in this subject are:

Numeracy: Opportunities for interpreting information from two different sources; using information to carry out calculations; and interpreting the results of calculations and presenting findings in at least two different ways. For example, when completing their customer satisfaction surveys. ([Article 13 Right to find out things](#)).

Communication: Taking part in a group discussion, reading and summarising information from at least two documents; giving a talk of at least four minutes; and writing two types of document, each giving different information. Pupils are required to work in a team to think of ideas, hold meetings, make decisions and check progress regularly. **(Article 12 Opinion).**

Information and Communication Technology: Finding and selecting information based on judgements of relevance and quality; entering and bringing together information using formats that help development; and developing a presentation so that it is accurate, clear and presented consistently. Each unit requires pupils to use ICT to create promotional materials targeted at particular customers. **(Article 17 Access to media).**

Working with Others: Identifying what needs to be achieved together as a group; showing confirmation of the arrangements made for working together; and showing how progress was checked and advice sought from an appropriate person when needed. This is required for both units.

Problem Solving: Identifying a problem and accurately describing its main features; planning what needs to be done and identifying which methods and resources to use; and showing that they have successfully solved the problem using the methods given. Pupils are expected to solve a problem e.g. plan a leisure event or sell a tourism product and justify the decisions and steps they take along the journey.

Self Management: Providing information to help set realistic targets for what is to be achieved; identifying how to get the support needed and the arrangements for reviewing progress; and identifying what has been learned and how this would be useful in another task. Pupils are expected to complete task evaluations and a final evaluation at the end of each unit. This is worth 20% of the overall grade per unit.

Thinking Skills and Personal Capabilities Entry Level

The Entry Level specification provides opportunities for pupils to develop the following key skills:

Application of number
Communication;
Improving own learning and performance;
Information and communication technology;
Problem-solving; and
Working with others.

See individual term planners for tasks devised to develop the above skills.

RRSA and Global Citizenship

As part of their practical assessments pupils often fundraise for charitable causes and make links with local organisations. For example, in the unit Planning a Leisure Event all proceeds from the events go to a charity nominated by pupils in the class. Pupils also plan and organise events for the residents living in the local care home Grahamsbridge Manor. This is included on our Rights Respecting School action plan. **(Article 29 Respect for other people's rights).**

Health and Safety in Occupational Studies

Pupils must be supervised when using specialist tools and equipment, suitable training will be provided to pupils before they use specialist equipment. Some units may require pupils to work with younger children, this is also closely supervised to ensure health and safety for all. (**Article 24 Safe Environment**).

Evaluation

We monitor and evaluate the success of the Occupational Studies Department in different ways. For example, we use feedback from portfolio clinics and principal moderator reports. We also attend agreement trials to share good practice with other schools.

We also take on board pupil feedback and make changes where necessary. For example, all Key Stage Four pupils complete an annual pupil satisfaction survey where they can recommend changes to the current system.

COVID19 Addendum

Occupational Studies as a subject is practical by nature. All practical activities must undergo a COVID19 specific risk assessment before lessons are delivered in the classroom. CCEA have worked with the Education Authority and Public Health Agency to provide guidance to teachers on how best to approach practical tasks within their subjects, in line with COVID19 restrictions. Some of the adaptations suggested include having teachers demonstrate skills instead of pupils completing the activities, the enhanced cleaning or shared resources and in some cases the reduction in the number of practical tasks expected to be completed. More information about this advice can be found on the following link:

https://ccea.org.uk/downloads/docs/ccea-asset/Research/Consultation%20on%20Proposed%20Changes%20to%20CCEA%20Entry%20Level%20Vocationally%20Related%20and%20Occupational%20Studies%20Qualifications%20for%20January%20and%20Summer%202021_1.pdf

To be reviewed: August 2023