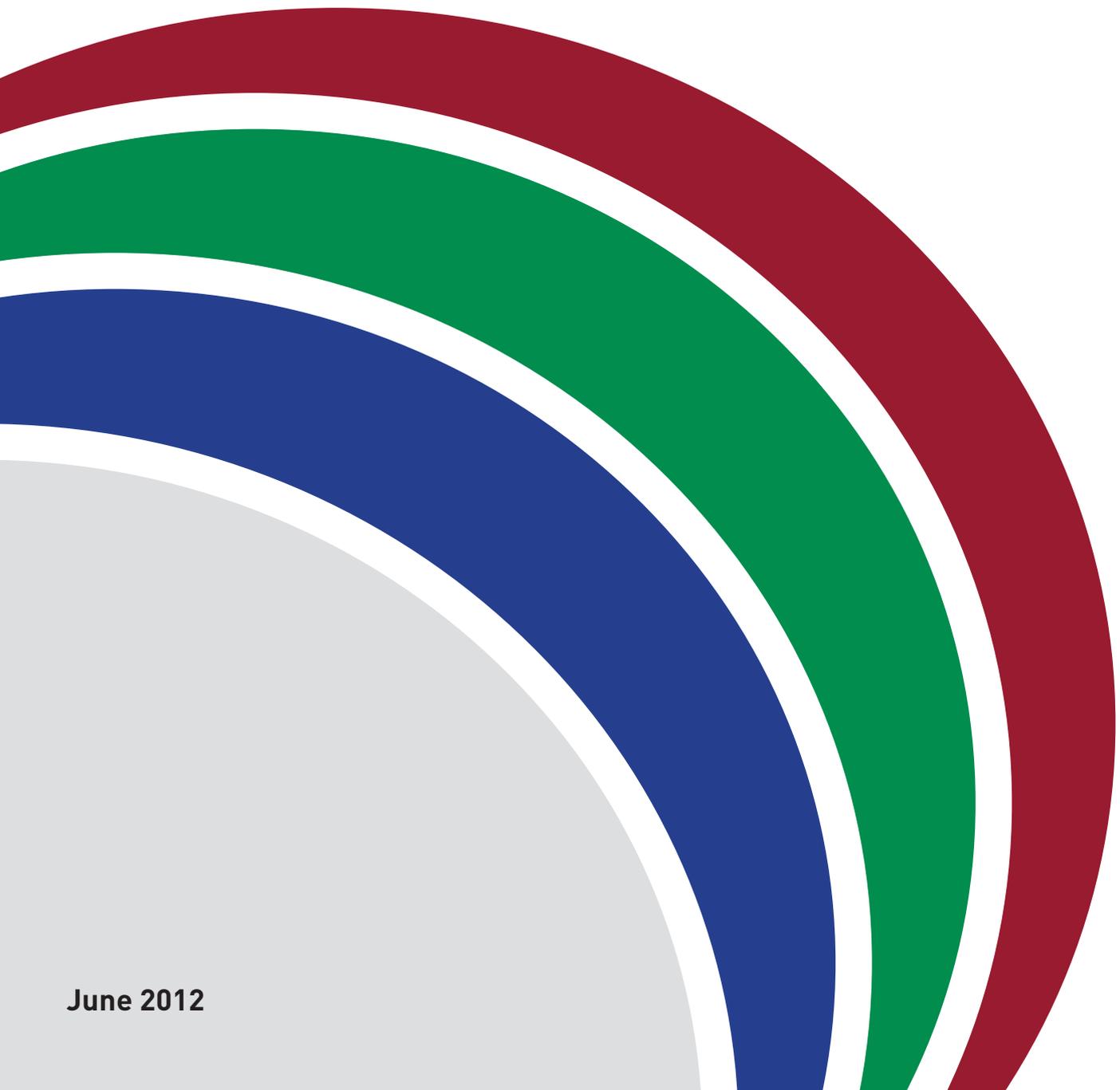


Criteria for Occupational Studies



June 2012

The criteria

Introduction

These criteria set out the practical experience, knowledge, understanding and skills common to Occupational Studies specifications. They provide the framework within which the awarding organisation creates the detail of the specification.

1. *Aims and learning outcomes*

Occupational Studies should encourage learners to be motivated and inspired by following a broad, coherent, satisfying and worthwhile course of study. Candidates should have opportunities to sample work-related learning within coherent occupational contexts. Learning opportunities for literacy, numeracy and ICT should be highlighted. The qualification should prepare learners to make informed decisions about further learning opportunities and career choices.

All specifications in Occupational Studies should enable learners to:

- develop the knowledge understanding and skills required to undertake work-based tasks;
- engage actively in work-based learning within coherent occupational contexts;
- reflect on their learning;
- develop an appreciation of the progression/career opportunities that exist through the study of OS;
- develop an appreciation of the environmental impacts of the activities undertaken within occupational contexts; and
- develop an awareness of general and specific health and safety issues arising from activities within occupational contexts.

2. Content

Occupational studies should be offered under the following endorsed titles:

- Occupational Studies (Design and Creativity);
- Occupational Studies (Technology and Innovation);
- Occupational Studies (Construction);
- Occupational Studies (Business and Services);
- Occupational Studies (Environment and Society);
- Occupational Studies (Engineering and Engineering Services).

OS units within each endorsed title should set out coherent content that can be taken in a range of schools, colleges and other providers. Titles of units should reflect their content. Two units completed at Levels 1 or 2 should make up the achievement of an endorsed qualification; each unit should be written to include 75 hours learning time (i.e. 150 hours learning time for an endorsed qualification)

Teaching/learning content of each OS unit should be included within four sections and be formatted in a common layout. The content of each unit should be comparable to that of the other units and take account of relevant National Occupational Standards.

3. Assessment objectives

The units should require learners to demonstrate the achievement of the assessment objectives in an occupational context. All units should require learners to demonstrate their ability to:

- recall knowledge and understanding within the occupational context;
- apply their knowledge, understanding and skills in occupational contexts through undertaking relevant tasks, and;
- analyse and evaluate their work and make informed assessments about their performance, indicating where improvement(s) could be made.

Stretch and challenge should be included within the assessment for the units to enable learners to demonstrate high level performance.

4. Grading

A mark range should be designed to allow for learners to achieve grades on a Pass/Merit/Distinction scale at both levels 1 & 2.