

Live Assessment Material

Model Assignment 1

OCR Level 1/2 Cambridge National Award in Health and Social Care

OCR Level 1/2 Cambridge National Certificate in Health and Social Care

OCR Level 1/2 Cambridge National Diploma in Health and Social Care

Unit R028: Understanding the development and protection of young children in an early
years setting

Please note:

This OCR model assignment is to be used to provide evidence for the unit identified above. Alternatively, centres may 'tailor' or modify the assignment within permitted parameters (see Information for Teachers). It is the centre's responsibility to ensure that any modifications made to this assignment allow learners to show that they can meet all of the learning outcomes and provide sufficient opportunity for learners to demonstrate achievement across the full range of marks.

INSTRUCTIONS TO TEACHERS

The OCR administrative codes associated with this unit are:

- unit entry code R028
- certification codes Award J801/Certificate J811/Diploma J821

The accreditation numbers associated with this unit are:

- unit reference number A/503/6241
- qualification reference(s) J801 - 600/4777/X, J811 - 600/4780/X, J821 - 600/4771/9

Duration: Approximately 10 hours

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Model Assignment: Information for Learners

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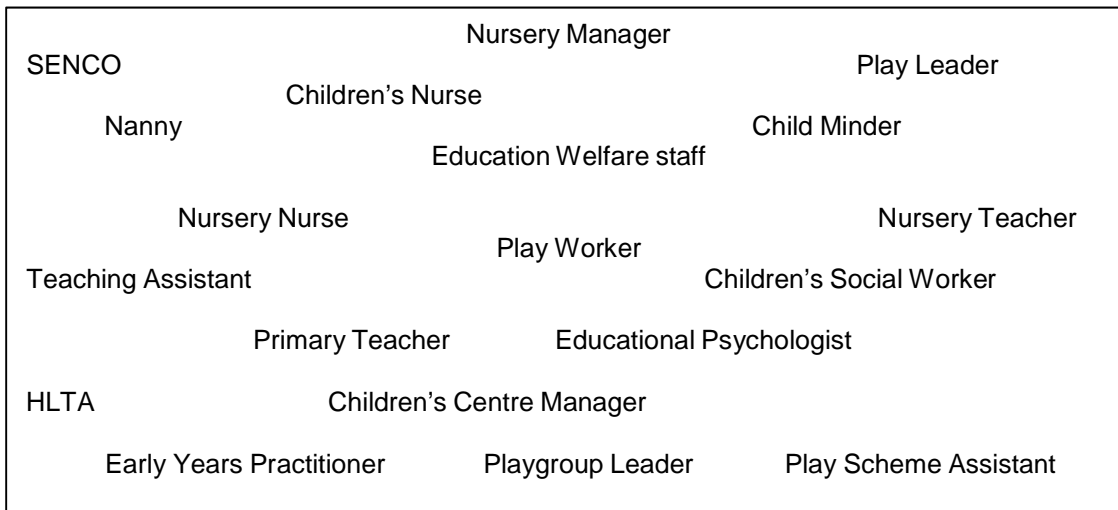
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Unit R028: Understanding the development and protection of young children in an early
years setting

Scenario for the Assignment

Setting the scene – comparing a case study of child development between 0 – 5 years and creating a safe environment for young children

A range of early years job roles is shown below:



A thorough awareness of children's learning and development is essential for anyone interested in working with children.

As someone who is possibly interested in working in early years services you need to develop your knowledge and understanding of the pattern of children's learning and development from birth to five years. To help achieve this compare the stages of child development to the case study of Ellie or to a case study of your own.

Being able to create a safe environment to protect children is essential in an early years setting. You will carry out a risk assessment on an early years setting and also write a plan for a safe early years environment.

Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.

Your Tasks

Task 1: Key milestones of physical, intellectual and language development

This task covers all of Learning Outcome 1: Understand the key milestones of physical, intellectual and language development between 0 – 5 years

Provide information on the key milestones of physical, intellectual and language development.

You must:

- describe the key milestones of:
 - physical development between 0 – 5 years
 - intellectual development between 0 – 5 years
 - language development between 0 – 5 years
- explain how the case study compares with the key milestones of child development.

Task 2: Key milestones of emotional and social development

This task covers all of Learning Outcome 2: Understand the key milestones of emotional and social development between 0 – 5 years

Provide information on the key milestones of emotional and social development.

You must:

- describe the key milestones of:
 - emotional development between 0 – 5 years
 - social development between 0 – 5 years
- explain how the case study compares with the key milestones of child development.

Task 3: Assessing risks in early years environments

This task covers part of Learning Outcome 3: Be able to create a safe environment to protect children (in an early years setting)

You need to produce information about how to protect children from risks and hazards and complete a risk assessment.

You must explain:

- the types of risk from which young children need to be protected in an early years setting
- the types of hazard from which young children need to be protected in an early years setting
- the different ways of protecting children through safety features in an early years setting.

You must:

- carry out a risk assessment in an early years setting completing the relevant documentation.

Task 4: Planning a safe early years environment

This task covers part of Learning Outcome 3: Be able to create a safe environment to protect children (in an early years setting)

Design a safe environment for children in an early years setting.

You must:

- produce a plan for a safe early years environment considering the following:
 - use of spaces
 - ergonomics
 - equipment/resources
 - safety issues
- explain the features of your plan.

Case Study - Ellie

3 Months

Turned towards her mother's voice

Started to smile and coo to show her pleasure

Needed head support to sit up

6 Months

Held out her arms to be picked up

Was able to attract the attention of adults

Used her fingers to feed herself

9 Months

Showed no fear of strangers

Put objects into her mouth to explore them

Attempted to hold one or both feet when lying on her back

5 Years

Improved balance

Can throw a ball but problems with catching

Spends a lot of time lining up her toys

Still needed help in dressing herself

Able to pedal and steer her three wheeled bike

Ellie is 5 years old and lives with her parents and two older brothers, 16 and 8, in a small village where she attends the local school.

Ellie's parents had some concerns with her development when she was a baby. When she was 18 months old she was diagnosed with a mild form of Autism, which would initially affect her physical, intellectual, and language development impacting in the future on her social and emotional development.

12 Months

Pulled herself into a standing position

Crawled rapidly

Expressed frustration

Mood swings

18 Months

Could drink from a cup and use a spoon

Could walk with one hand held around the furniture

Was able to build a tower of two bricks

Started to say one or two words

4 years

Only wants to play by herself

Mastered walking on tip toe and jumping

Strong willed

Showed no sense of humour

Became better at feeding herself

3 years

Showed affection for younger children

Expressed some emotions

Could ride, sit and move toys with feet

Was able to run but lacked co-ordination

Information for Teachers

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General guidance on using this assignment

1 General guidance

- 1.1 OCR assignments are available to download free of charge from our website: www.ocr.org.uk
- 1.2 OCR assignments are intended to be used for summative assessment of learners. The OCR specification for this qualification gives more information on the arrangements for assessing internally assessed units.
- 1.3 This assignment has been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge, understanding and skills of the unit.

2 Before carrying out this assignment

- 2.1 Learners should be provided with a copy of the *Information for Learners* section of this assignment.
- 2.2 Learners will not need to carry out any preparations prior to undertaking the assessment tasks, such as collating resources to use in the assessment.
- 2.3 We have estimated that it will take approximately ten hours to complete all tasks. Learners would need approximately 2 - 3 hours to complete task 1, 2 - 2.5 hours to complete task 2, 3 hours to complete task 3 and 3 hours to complete task 4. These timings are for guidance only but should be used by the teacher to give learners an indication of how long to spend on each task. Centres can decide how the time can be allocated between each part of the task. Centres are also permitted to spread the tasks across several sessions and therefore it is permissible for evidence to be produced over several sessions.

3 When completing the assignment and producing evidence

- 3.1 Each learner must produce individual and authentic evidence for each task within the assignment.
- 3.2 Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made. It is not acceptable for teachers/deliverers to provide answers or to work through answers in detail.
- 3.3 Learners may use information from any relevant source to help them with producing evidence for the tasks.
- 3.4 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times. It is acknowledged that learners in their responses may refer to situations in the scenario we have provided but as the scenario is fictitious this does not break any rules of confidentiality.
- 3.5 We have specified what evidence the learner is expected to produce. Usually, the type of evidence provided may be modified, with the exception of certain types of evidence listed below under '*Permitted changes*'. Format must not be confused with the content or the type of evidence to be produced and it is important to note that it is possible to generate the evidence in a variety of formats. Centres must advise learners as to the

most appropriate format of evidence. The assessment is structured so that learners are required to provide evidence of using appropriate Health and Social Care techniques to meet specified purposes. It is unlikely that evidence of the techniques used will, on their own, provide sufficient evidence to judge the extent to which they have been used appropriately. Annotations may help to provide this additional context. The section *Evidence Summary* at the back of this document will guide you on the type of evidence and formats for evidence.

4 Presentation of work for marking and moderation

- 4.1 Centres wishing to produce digital evidence in the form of an e-portfolio should refer to the appendix in the specification on guidance for the production of electronic assessment.
- 4.2 Centres may wish to discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, eg spiral bound, stapled booklet, treasury tag.

5 Scope of permitted model assignment modification

The model assignment is very self-contained in its present form. The set of tasks form a coherent whole addressing all the learning outcomes and allowing access to the full range of marks.

You **must not** change the following:

- the learning outcomes
- the marking criteria
- the requirements for supervision and authentication as described in the specification (section *The internally assessed units*)
- the requirement to produce a plan for a safe early years environment.

Permitted changes:

The model assignment can be modified in terms of the areas described below at the permission of OCR but centres must be sure that learners still have the opportunity to cover all of the learning outcomes and to access the full range of marks:

- The learner's assignment may be contextualised or amended to suit local needs. For example learners could create case study of a fictitious child or base their work on a real child they have observed. In the case of a real child permission must be obtained and confidentiality maintained.
- Who the individual is and what their needs are
- Each specific task may be appropriately contextualised to match with any permitted changes you have made to the scenario.
- The type of evidence required and the format it takes.
- The format of the risk assessment documentation.

OCR has ensured that in the language used and the tasks and scenario provided we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design*, notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners.

If centres wish to adapt the model assignment we strongly advise that staff responsible for modifying the model assignment and quality assuring it refer to the publication *Fair access by design*.

If modifications are made to the model assignment, whether to just the scenario or to both the scenario and individual tasks, it is up to the centre to ensure that all learning outcomes can be met and that learners can access the full range of marks.

Specific guidance on the tasks

Introduction to the tasks

These guidance notes should be used in conjunction with the specification.

The tasks have been designed to enable learners to demonstrate their knowledge and understanding of child development between birth to five years. Learners will consider the different ways of promoting safety in early years care settings and will carry out a risk assessment, and produce a design, for a safe early years environment.

Evidence must be in the context of children between 0-5 years.

Specific guidance on Tasks 1 and 2: Key milestones of physical, intellectual, language, emotional and social development

If the learner uses their own case study and these tasks are based on a real child, possibly in an early years setting, due care will have to be taken regarding child protection and confidentiality issues.

Learners should be encouraged to use the resources available from an early years setting to support their work for this unit. If centres produce their own case studies care should be taken to ensure that the case studies only comment on what the child was able to do at each particular stage and not on whether the child met the milestones or the development was delayed.

Evidence summary

When completing this assignment it may be possible to generate evidence for completing a task in a variety of formats. This list provides examples of the format that can be used, it is not exhaustive. In some cases the task or assignment will require a specific format for the outcome and this will be clearly marked with an asterisk in the table.

| Task number | What learners need to produce (evidence) | Format of evidence (this list is not exhaustive) |
|--------------------|---|---|
| Task 1 | Key milestones birth to 5 years of: <ul style="list-style-type: none"> • physical development • intellectual development • language development • comparison of a child's development with the key milestones | <ul style="list-style-type: none"> • Written explanations • Development charts |
| Task 2 | Key milestones birth to 5 years of: <ul style="list-style-type: none"> • emotional development • social development • comparison of a child's development with the key milestones | <ul style="list-style-type: none"> • Written explanations • Development charts |
| Task 3 | Description of: <ul style="list-style-type: none"> • types of risk • types of hazard • safety features • a risk assessment | <ul style="list-style-type: none"> • Written descriptions • Posters • Presentation slides • Risk assessment documentation |
| Task 4 | <ul style="list-style-type: none"> • Plan for a safe early years environment | Plan: <ul style="list-style-type: none"> • Word document • Explanation of features • Floor plan |