

Live Assessment Material

Model Assignment 2

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 R027: Creative activities to support individuals in health, social care and early years settings

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 R027
- certification codes Award J801/Certificate J811/Diploma J821

The accreditation numbers associated with this unit are:

- unit reference number T/503/6240
- 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

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

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Unit R027: Creative activities to support individuals in health, social care and early years settings

Scenario for the Assignment

Setting the scene – planning and carrying out a creative activity

Your school is holding a Year 9 Options Evening. Parents and Year 9 students will be coming to find out about the courses on offer in Years 10 and 11. You have volunteered to set up a display about the benefits of a range of creative activities in a care setting, which is one aspect of your Health and Social Care course. During the Options Evening, you are going to demonstrate a creative activity that you have planned. You have invited one or more individuals from a care setting of your choice to be involved in this demonstration.

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: Creative activities in health, social care and early years settings

This task covers all of Learning Outcome 1: Understand the different types of creative activities available in health, social care and early years settings and all of Learning Outcome 2: Understand the benefits of participating in creative activities

You will prepare a display for the Options Evening that shows your understanding of a wide range of different types of creative activities and the individuals or groups who may benefit from them in health, social care and early years settings.

You must:

- describe the different types of creative activities and their purpose
- explain how the activities meet the needs of:
 - children and young people
 - adults
 - older adults
- explain how individuals benefit from participating in creative activities.

Task 2: Planning a creative activity

This task covers part of Learning Outcome 3: Be able to carry out creative activities in a health, social care or early years setting

Plan a creative activity that you can demonstrate at the Year 9 Options Evening. The activity must meet individual or group needs in one of the following settings:

- health
- social care
- early years.

You must produce a plan for the creative activity which includes:

- why the activity is suitable for the individual or group
- the aim and objectives for the activity
- the timescales, methods, communication and resources to be used
- roles and responsibilities
- an explanation of health and safety issues
- pre-set criteria to measure the success of the activity.

Task 3: Carrying out and evaluating a creative activity

This task covers part of Learning Outcome 3: Be able to carry out creative activities in a health, social care or early years setting

You must now:

- carry out the creative activity
- review the creative activity
- make suggestions for improvement.

A witness statement will need to be provided commenting on how you carried out your creative activity.

Information for Teachers

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Unit R027: Creative activities to support individuals in health, social care and early years settings

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 4 hours to complete task 1, 3 hours to complete task 2 and 3 – 3.5 hours to complete task 3. 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 the creative activity
- the requirement to carry out the creative activity.

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. Any local health, social care or early years setting could be used as a focus for the creative activity.
- 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.

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 the different types of creative activities that are available to individuals in health, social care and early years settings. Learners will gain an understanding of the benefits of creative activities for individuals and will be able to carry out a creative activity in a health, social care or early years setting.

If learners produce evidence in the context of children, the children must be between 4-10 years.

Specific guidance on Tasks 2 and 3: Planning, carrying out and evaluating a creative activity

The work for LO1 is generic, but for LO2 and LO3 learners need to select a health or social care or early years setting on which to base their work.

When preparing for the creative activity, the learner must produce a fully detailed plan, taking into consideration the criteria for LO3.

Ideally when carrying out the creative activity this would take place with individuals or a small group from an actual health, social care or early years setting. However, learners could carry out the activity as a role-play in a simulated environment. Participants in the role-play must be able to demonstrate realistic characteristics of the intended group. For example it would not be possible to role-play an activity in an early years setting due to the age of participants. However, an activity for chair bound adults could be realistically simulated.

The creative activity should last for a minimum of 15 minutes and a maximum of 30 minutes.

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	<ul style="list-style-type: none"> • Different types of creative activities and their purpose • How activities meet needs • Benefits to individuals of participating in creative activities 	<ul style="list-style-type: none"> • Wall chart/poster • Collage • Presentation slides • Mind map • Leaflets/booklet • Display materials
Task 2	<ul style="list-style-type: none"> • Plan for a creative activity 	<ul style="list-style-type: none"> • Written activity plan • Checklist
Task 3	<ul style="list-style-type: none"> • Carry out a creative activity • Review the creative activity • Make suggestions for improvement 	<ul style="list-style-type: none"> • Witness/observation statement • Video/photographic evidence • Feedback sheets from participants • Written evaluation

Witness Statement – Task 3

LO3 Be able to carry out creative activities in a health, social care and early years setting.

LEARNER NAME		
ASSESSOR NAME		Date:
ASSESSOR SIGNATURE:		
WITNESS NAME and Position/Role		Date:

CARRYING OUT ACTIVITY	
WITNESS observations on candidate's performance	ASSESSOR decision based on witness observations (circle decision)
	MB1 Carries out a simple activity. There may be limited structure.
	MB2 Carries out an appropriate creative activity which is structured and mostly follows to time.
	MB3 Carries out a well-structured creative activity effectively , which meets time requirements.
DELIVERY OF ACTIVITY	
WITNESS observations on candidate's performance	ASSESSOR decision based on witness observations (circle decision)
	MB1 Demonstrates a limited confidence when delivering the creative activity and needed guidance and support to complete.
	MB2 Confidently delivered the creative activity, with no support necessary.
	MB3 Confidently and effectively delivers the creative activity, engaging their participants and adapting to ensure that the individuals or groups needs are met.

GENERAL COMMENTS/STRENGTHS AND WEAKNESSES

You must comment only on strengths and weaknesses and not suggest areas for improvement