

Cambridge TECHNICALS LEVEL 2

HEALTH AND SOCIAL CARE

Unit 7

Working in childcare environments

Model assignment

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Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how practitioners can encourage children and young people to be creative, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

Resources to complete the tasks

There are resource requirements for this assignment. Every learner will need access to the following resources:

Time

You should plan for learners to have **** hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

We don't have specific requirements for the format of evidence in this assignment. We've said what format the evidence could take for each task. For example, if we say 'You could include a report on ...', the evidence doesn't have to follow any specific reporting conventions. You can modify the format of the evidence, but you must make sure the format doesn't prevent the learner from accessing the grading criteria.

It's possible that certain formats for evidence can naturally cover several grading criteria and avoid the need for excessive amounts of evidence. For example, a report can be a good way to pull together evidence to meet several grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

Group work

This assignment hasn't been written to include group work. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together.

You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you'll need to complete an individual statement for each learner.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

If you're using this model assignment and delivering the Foundation Diploma or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

General information for learners

Q *What do I need to do to pass this assignment?*

A You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q *What do I need to do if I want to get a merit or distinction for this assignment?*

A For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q *What help will I get?*

A Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

Q *What if I don't understand something?*

A It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q *I've been told I must not plagiarise. What does this mean?*

A Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q *What is referencing and where can I find out more information about it?*

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in *The OCR Guide to Referencing* available on our website: <http://www.ocr.org.uk/Images/168840-the-ocr-guide-to-referencing>

Q *Can I work in a group?*

A Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q *Does my work for each task need to be in a particular format?*

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we say use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q *Can I ask my tutor for feedback on my work?*

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q *When I have finished, what do I need to do?*

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q *How will my work be assessed?*

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

Assignment for learners

Unit 7: Working in childcare environments

Scenario

Avondale School

Avondale School is a secondary school offering Health and Social Care qualifications to its students. Students working towards these qualifications will complete a work placement in a relevant setting. A new teacher at the school has been appointed with responsibility for preparing students for their placements.

The placements the students will undertake will be with child care providers such as day nurseries and childminders; these providers want the students coming to them on placement with a good understanding of childcare environments.

You have been asked to help this teacher in putting together a programme of learning suitable for students who are about to embark on their placements.

The teacher has requested that you produce a set of materials that they could use when delivering this programme. These materials should help the students to learn about the different types of childcare environments and gain the knowledge and skills needed to be able to adapt the physical environment of childcare settings and control infection. They should also introduce the students to the process of Continuous Professional Development.

Task 1: Different types of childcare settings, including registering and inspection

(This task should take between 5-7 hours.)

Learning Outcome 1: Understand types of childcare settings and environments.

You have held your first meeting with Megan, the teacher who is preparing students for their placements. You want to begin the programme of learning for these students by showing them the wide range of child care settings available for the different needs of children and parents. It is important that the students understand the differences between the types of services offered as well as the registration requirements for providers.

Students on placement will need to be aware of how inspection requirements affect the childcare environment they are working in.

Your task is to:

Prepare and deliver a presentation describing the differences between childcare settings.

Produce a leaflet outlining the registration requirements for childcare providers.

Produce a 'Questions and Answers' page suitable for inclusion as a page in a training manual for the students embarking on their placement; it should **explain** the inspection requirements for **one** selected childcare provider or childminder.

Pass	Merit	Distinction
P1: Describe the differences between childcare settings.	M1: Explain the inspection requirements for a selected childcare provider/childminder.	
P2: Outline the registration requirements for childcare providers.		
Evidence		
<p>You could use Microsoft Powerpoint to help you develop your presentation. A witness testimony from a tutor or work place supervisor who has observed your presentation should also be included.</p> <p>Your presentation materials must include:</p> <ul style="list-style-type: none"> easily readable slides or flipchart pages a description of the differences between at least two childcare settings. <p>Your leaflet must include clear, accurate and logically presented content including:</p> <ul style="list-style-type: none"> an outline of the different types of registration requirements for childcare providers. <p>Your 'Questions and answers' page must:</p> <ul style="list-style-type: none"> be based on one selected childcare provider or childminder explain the inspection requirements for the selected childcare provider. 		

Task 2: How to adapt environments to benefit children

(This task should take between 8-10 hours.)

Learning Outcome 2: Be able to adapt the environment in a childcare setting.

Megan now wants to focus on how childcare environments are suitable for the children attending. She wants you to compile a description of how the physical environment of a childcare setting has been adapted so that it is safe and accessible/inclusive for the children attending. She would like your description to show how children benefit from this adapted environment.

Megan wants you to produce a report; this report should evaluate the appropriateness of the adaptations to the physical environment in your chosen setting.

Your task is to:

Produce an inventory – this must show how the physical environment of your chosen childcare setting has been or should be adapted to be safe and accessible/inclusive for the children attending.

Produce a summary document describing at least two ways in which the adaptations to the environment could benefit the children attending.

Produce a report evaluating how appropriate the environmental adaptations are in your chosen setting.

Pass	Merit	Distinction
P3: Adapt an environment so that it is suitable for children.	M2: Describe ways in which adaptations to the environment could benefit children.	D1: Evaluate the appropriateness of adaptations in a childcare setting.
Evidence		
Your inventory must :		
<ul style="list-style-type: none">• be based on your chosen setting• show adaptations to the physical environment in the setting.		
Your summary document must :		
<ul style="list-style-type: none">• be based on the adaptations in your inventory• describe at least two ways in which adaptations could benefit the children attending your chosen setting.		
Your report must :		
<ul style="list-style-type: none">• be based on your chosen setting• evaluate the appropriateness of the adaptations.		

Task 3: Infection control and hazards in childcare settings

(This task should take between 6-8 hours.)

Learning Outcome 3: Be able to control infection in a childcare setting.

As learners prepare to begin their work placement, it is vital that they understand how to put good hygiene into practice; they need to know about the standard precautions used to prevent infection in childcare settings; they must appreciate the occupational hazards they may be exposed to, including practices they should follow to protect themselves from these hazards. The students will be expected to manage their own health and hygiene when they attend their work placement.

Megan has asked you to produce a handbook to provide the learners with practical information on standard infection control procedures.

It is important that the learners appreciate the importance of infection control and Megan would like you to write an introduction to the handbook analysing the possible effects of poor infection control in a childcare environment.

The students will need to carry out tasks that help control the risk of infection in their daily tasks when on placement. Megan needs to ensure that they know how to wash their hands thoroughly as well as store and prepare food hygienically. They will be asked to carry out cleaning tasks and dispose of waste and Megan needs to train them on these tasks as well.

Megan has suggested that you make a video presentation demonstrating appropriate hand washing techniques, cleaning tasks and waste disposal that she could show to learners. A handout should also explain when both childcare workers and children should wash their hands with reasons why and the health and safety procedures to follow when cleaning in a childcare environment.

Your task is to:

Produce a handbook describing what is meant by standard infection control precautions including an explanation of likely hazards in childcare settings and describing good hygiene practice in a childcare setting.

Write an introduction for the handbook explaining why infection control precautions are necessary analysing the potential impacts of poor infection control.

Demonstrate appropriate hand washing techniques, correct food hygiene procedures when storing and preparing food, cleaning tasks and waste management relevant to a childcare environment.

Produce a handout explaining when both childcare workers and children should wash their hands with reasons and explaining the health and safety procedures to follow when cleaning in a childcare environment.

Pass	Merit	Distinction
P4: Describe what is meant by standard infection control precautions in childcare settings.	M3: Explain when workers and children should wash their hands and why.	D2: Analyse the potential impacts of poor infection control.
P5: Explain hazards you may be faced with in a childcare setting.	M4: Explain health and safety procedures when cleaning in a child care setting.	
P6: Demonstrate appropriate hand-washing technique.		
P7: Demonstrate correct food hygiene procedures when storing and preparing food.		
P8: Describe good hygiene practice in a childcare setting.		
P9: Demonstrate appropriate cleaning procedures and waste management in a childcare setting.		
Evidence		
<p>Your handbook must:</p> <ul style="list-style-type: none"> describe what is meant by standard infection control precautions in childcare settings explain hazards which might be found in a childcare setting describe good hygiene practices to follow in a childcare setting. <p>Your foreword/introduction to the handbook must:</p> <ul style="list-style-type: none"> analyse the potential impacts of poor infection control in a childcare environment. <p>Your presentation could use Microsoft Powerpoint with a video embedded in it or be a live demonstration by you supported by either a Powerpoint display, whiteboard or flipboard presentation. A witness testimony from a tutor or work place supervisor who has observed your presentation should also be included. Your presentation must:</p> <ul style="list-style-type: none"> be based on/relate to a childcare environment demonstrate appropriate hand washing techniques demonstrate correct food hygiene procedures for storing and preparing food demonstrate appropriate cleaning procedures demonstrate appropriate waste management. <p>Your handout must:</p> <ul style="list-style-type: none"> explain when both childcare workers and children should wash their hands with reasons why explain the health and safety considerations that must be applied when cleaning in a childcare environment. 		

Task 4: Continuous Professional Development in a childcare setting

(This task should take between 2-4 hours.)

Learning Outcome 4: Understand continuous professional development in a childcare setting.

The learners have now completed the programme of learning preparing them for their work placement in a childcare setting. They have begun their placement and are back in school for a day. Megan is due to meet with them and wants them to start thinking about the practitioners they have been working with, specifically how these practitioners develop as professionals.

She has asked you to provide her with a resource that describes the CPD requirements for an identified worker in a childcare setting.

Your task is to:

Produce a written description detailing the CPD requirements for an identified worker in your chosen childcare setting.

Pass	Merit	Distinction
P10: Describe CPD requirements in a childcare setting.		
Evidence		
<p>Your written statement can be based on an example of a childcare worker you have worked with on placement yourself or who you have interviewed; you should make sure that you have their permission to base your case study on them and protect their anonymity if they wish this.</p> <p>Your written description must:</p> <ul style="list-style-type: none">describe the CPD requirements in a childcare setting.		

Evidence Checklist

OCR Level 2 Cambridge Technicals in Health and Social Care

Unit 7: Working in childcare environments

LEARNER NAME:

For Pass have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
P1: Described the differences between childcare settings?	
P2: Outlined the registration requirements for childcare providers?	
P3: Adapted an environment so that it is suitable for children?	
P4: Described what is meant by standard infection control precautions in childcare settings?	
P5: Explained hazards you may be faced with in a childcare setting?	
P6: Demonstrated appropriate hand-washing technique?	
P7: Demonstrated correct food hygiene procedures when storing and preparing food?	
P8: Described good hygiene practice in a childcare setting?	
P9: Demonstrated appropriate cleaning procedures and waste management in a childcare setting?	
P10: Described CPD requirements in a childcare environment?	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
M1: Explained the inspection requirements for a selected childcare provider/childminder?	
M2: Described ways in which adaptations to the environment could benefit children?	
M3: Explained when workers and children should wash their hands and why?	
M4: Explained health and safety procedures when cleaning in a child care setting?	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
D1: Evaluated the appropriateness of adaptations in a childcare setting?	
D2: Analysed the potential impacts of poor infection control?	

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