

Model Assignment

Issued September 2010

OCR Level 3 Preparing to Work with Children and Young People (QCF)

Unit 3: Understanding the impact of transitional processes on children and young people

Please note:

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

The Ofqual accreditation numbers associated with this unit are:

- Unit accreditation number J/601/3281
- Qualification accreditation number (QAN) 501/0706/9

This OCR model assignment remains live for the life of this qualification.

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Model Assignment: Learner Information

OCR Level 3 Preparing to Work with Children and Young People (QCF)

Unit 3: Understanding the impact of transitional processes on children and young people

Model Assignment brief for the learner:

The Challenge of Change

Scenario

The Dixon Family

Rob and Sarah Dixon have three children, Molly (11 years old), Hannah (8 years old) and Josh (2 years old).

Molly will be starting secondary school in September. Hannah has been struggling at school and has recently been tested and identified as having dyslexia. Josh will soon be attending Pobbles Nursery for the first time, 2 days a week, when his mum starts working part time as a teaching assistant at Newtown Primary School.

Sarah is an experienced teaching assistant and would like to qualify as an HLTA (Higher Level Teaching Assistant). Rob Dixon is Head of PSHE (personal, social, health and economic education) at Newtown Comprehensive School.

Brief:

You are a new member of the Newtown 'Transitions Team'. The team consists of practitioners from all areas of the children's and young people's sector, such as teachers, teaching assistants, support staff, school liaison officers, youth workers and nursery staff. The team works together to share good practice and develop strategies to support local children and young people through key transitions in their lives.

As a new member of the 'Transitions Team' you will firstly have to carry out research to enable you to understand the key transitions experienced by most children and the major transitions experienced in the lives of particular groups of children and young people. You will then focus on planning a support programme for a particular child or young person, such as Molly, Hannah or Josh for example, who is undergoing a transition.

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

Tasks

You may use the Dixon family case study to help you complete the following tasks.

Task 1: Transitional processes

Assessment criteria 1.1 and 1.2

Your task is to:

In your new role as a member of the Newtown Transitions Team you will need to develop an understanding of the transitional processes that can occur in the lives of children and young people.

You will need to:

- Explain key transitions experienced by most children and young people
- Explain the major transitions that may occur in the lives of particular groups of children and young people

Your evidence must include:

- Notes explaining transitions experienced by children and young people.

Task 2: The impact of transitions

Assessment criteria 2.1, 2.2 and 2.3

Your task is to:

As a member of the transitions team you have been given the opportunity to work on a case of your own.

You will need to:

Examine the changes in the life of a child or young person, (this could be Molly, Hannah or Josh Dixon, or any other individual child or young person of your own choice). Prepare case notes that demonstrate you understand the impact of the transitional processes affecting the individual. Your case notes should:

- Explain how transitional processes can affect the child or young person's development
- Explain how transitional processes can affect the child or young person's well being
- Compare possible positive or negative outcomes of experiencing the transitions for the child or young person

Your evidence must include:

- Case notes

Task 3: Responding to needs

Assessment criteria 3.1, 3.2 and 3.3

Your task is to:

Produce a case review to identify ways of responding to your chosen individual's needs. You will present and discuss your case review with an experienced transitions team practitioner.

You will need to:

- Explain the need for personalised responses for the child or young person experiencing transitions
- Evaluate different forms of support available for the child or young person
- Recognise and explain possible behavioural changes that may occur as a result of the child or young person experiencing transitions

Your evidence must include:

- A case review

Task 4: Providing support

Assessment criteria 4.1, 4.2 and 4.3

Your task is to:

Produce a plan for supporting your chosen child or young person through their transitions.

You will need to:

- Explain how people working with children and young people can support them through transitional processes, including an explanation of the skills used to respond sensitively to the situation.
- Plan a programme of support for the child or young person

Your evidence must include:

- A written explanation
- A planned programme of support.

Model Assignment: Teacher Information

OCR Level 3 Preparing to Work with Children and Young People (QCF)

Unit 3: Understanding the impact of transitional processes on children and young people

General guidance on using this model assignment

1 General

THIS UNIT IS PASS/FAIL.

- 1.1 OCR model assignments are available to download free of charge from our website: www.ocr.org.uk
- 1.2 OCR model assignments are intended to be used for formal summative assessment of learners and assessment must be conducted under controlled conditions. The OCR centre handbook for this qualification gives full information on controlled assessment. There is also guidance on what controlled assessment means in the context of this model assignment in the next section 'Notes for teachers'.
- 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 the assignment

- 2.1 Learners should be provided with a copy of the *Learner Information* section of this assignment or the centre adapted model assignment.
- 2.2 It is not anticipated that learners will need to carry out any preparations **prior** to undertaking the assessment tasks, such as collating resources to use in the assessment, but if you do ask your learners to do so you please be aware that there is no time limit for this.

3 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. It is not acceptable for teachers to provide model answers or to work through answers in detail. For advice on giving feedback to learners on the work they have produced for assessment centres should refer to JCQ document *Instructions for conducting controlled assessment*.
- 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.
- 3.5 Under each task we have specified what evidence the learner is expected to produce, but it is important to note that if it is possible to generate the evidence in a variety of formats (such as then the learner is free to use the format that is most appropriate for them. The section 'Evidence Summary' at the back of the model assignment will guide you on evidence and formats for evidence.

4 Presentation of work

- 4.1 Centres wishing to submit digital evidence in the form of an e-portfolio should refer to the appendix in the OCR Level 3 Preparing to Work with Children and Young People (QCF) on guidance for the production of electronic assessment.
- 4.2 Centres should 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.

For more guidance on production and presentation of work please refer to the section on Internal Assessment in the OCR Level 3 Preparing to Work with Children and Young People (QCF).

Instructions on conducting assessment for this model assignment

Introduction to the Tasks

Centres should refer to the section on internal assessment in the OCR Level 3 Preparing to Work with Children and Young People (QCF) for more information on task setting, taking and marking.

These guidance notes should be used in conjunction with the unit specification and OCR Level 3 Preparing to Work with Children and Young People (QCF).

Task Setting

Centres can use this model assignment without adaptation or it can be adapted in line with the scope of permitted model assignment modification section in this document (see section below).

Alternatively, centres may develop their own assessment tasks and this OCR model assignment acts as an exemplar therefore helping to establish the standard expected of a controlled assessment activity. **All centre designed assignments must be quality assured before being used for assessment**, centres must ensure that model assignments they design are appropriate for their intended use and match the requirements of the unit(s).

There is further information on task setting in the OCR Level 3 Preparing to Work with Children and Young People (QCF).

Task Taking

Supervision

Learners will complete the majority of work for assessment under direct teacher supervision but it is acceptable for some aspects of exploration to be outside the direct supervision of the teacher (the teacher must be able to authenticate all work carried out by the learner). It is also acceptable for assessment to take place outside the classroom but presenters must exercise continuing supervision to ensure essential compliance with health and safety requirements as well as being able to authenticate the learner's work. For this model assignment the following aspects could be undertaken outside of the direct supervision of the teacher:

- Interviewing children or young or adults people about transitions experienced
- Interviewing practitioners involved in supporting those undergoing transitions
- Carrying out research eg library, internet etc.

Time

Centres can decide how the time can be allocated between each part or individual task in the assessment.

For this model assignment we recommend that the overall assessment time is allocated as follows:

- 1 to 1½ hours – Task 1 – Transitional processes
- 1 to 1½ hours – Task 2 – The impact of transitions
- 1 to 2 hours – Task 3 – Responding to needs
- 1 to 1½ hours – Task 4 – Providing support

Resource

Centres can determine which physical resources and information sources are appropriate for the assessment, for example interviewing individuals, practitioners, internet and textbook research. Learners will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria.

Collaboration

Learners are permitted to work in a team for the assessment, for example to carry out research into types of support available. At all times the teacher must be sure each learner can produce evidence of their own contribution to each assessment criteria but centres can determine at which point in an assessment task learners can work together. When learners are working in teams, teachers should consider:

- that all team members have equal opportunity to evidence their skills, knowledge and understanding
- team composition, for example based on learners' preferred learning/reviewing styles
- the number of team members. This is less important than the management and structure of the team. Small groups of 3 to 6 learners could comprise a team
- monitoring the team as work progresses
- exemplifying structures for effective presentations and verbal communication
- providing opportunity for practice/rehearsal and giving structured feedback

If witness statements are used to support learners' evidence, these should be completed individually for each learner.

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 assessment criteria.

No changes can be made to the assessment criteria.

The model assignment can be changed in terms of:

- the learner's brief, which can be contextualised or amended to suit local needs. However, the scenario must still be set within a children and young people's workforce context
- who the end user/client is and what their requirements are

- each specific task may be appropriately contextualised (ensuring that learners have the opportunity to cover all assessment criteria through the tasks)
- links to other unit assignments
- the type of evidence required and the format it takes (providing the assessment criteria do not demand specific evidence or format)
- Timings given for each assessment task are only approximations and it is permissible to vary them depending on the approach taken to each task and the overall context of the assignment.

OCR has ensured that, in the language used and tasks and scenarios 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 it is up to the centre to ensure that all assessment criteria and marking criteria are adequately covered.

Additional guidance on managing the assessment

Additional guidance:

- As an introduction to this unit learners could be encouraged to reflect on their own life transitions so far, or possibly those of friends and family, soap stars or celebrities. Being able to identify aspects of their own life transitions which are both positive and negative, with links made to development and wellbeing should be a good starting point.
- The centre's own transition arrangements and procedures could be used as examples of support available.
- The use of case studies and discussions within class may be useful for learners to explore transitional processes.
- Information could be collected on the roles of relevant practitioners through visits, interviews, books, websites etc to ensure learners understand practitioner's role in relation to assessing and supporting children and young people's needs during transitions.
- Representatives from third sector organisations eg NSPCC, Barnardos, Childline etc. could be invited in to explain their contribution to addressing the needs of children and young people.
- THIS UNIT IS PASS/FAIL. Please refer to the Glossary (section 12 of the OCR Preparing to Work with Children and Young People handbook) for guidance on vocabulary used in assessment criteria.

Evidence summary

This is a summary of the evidence the learner will be expected to produce in relation to this model assignment.

It is important to note that when completing this model assignment it may be possible to generate the evidence in a variety of formats and there is guidance on the options below. In some cases the task or model assignment will require a specific format for the outcome and this will be clearly marked in the table.

Task title	Evidence prescribed for activity	Format of evidence could include (this list is not exhaustive)	AC coverage
Task 1 Transitional processes	<ul style="list-style-type: none"> Notes explaining transitions experienced by children and young people 	<ul style="list-style-type: none"> written notes and other research information gathered 	<ul style="list-style-type: none"> AC1.1 AC1.2
Task 2 The impact of transitions	<ul style="list-style-type: none"> Case notes 	<ul style="list-style-type: none"> Case notes 	<ul style="list-style-type: none"> AC2.1 AC2.2 AC2.3
Task 3 Responding to needs	<ul style="list-style-type: none"> A case review 	<ul style="list-style-type: none"> Powerpoint presentation Accompanying notes Written report 	<ul style="list-style-type: none"> AC3.1 AC3.2 AC3.3
Task 4 Providing support	<ul style="list-style-type: none"> A written explanation A planned programme of support. 	<ul style="list-style-type: none"> Written explanation A support plan 	<ul style="list-style-type: none"> AC4.1 AC4.2 AC4.3