

# Model Assignment

## Live Assessment Material

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 R030: Research – a project approach

### 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           R030
- Certification code       Award J801/Certificate J811/Diploma J821

#### The accreditation numbers associated with this unit are:

- Unit reference number     J/503/6243
- Qualification reference    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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# Scenario for the assignment

## Setting the scene – researching health, social care or early years

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You have been given the opportunity to plan and carry out a project on a research topic of your own choice related to a health, social care or early years setting or service.

The project is an opportunity to:

- extend the learning already achieved as a result of studying one of the optional units
- or
- study a completely new area of health, social care or early years that supports your aspirations or interests.

You should produce:

- a rationale for the project
- a project plan
- a project record
- a project review.

**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: Planning your project

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### **This task covers all of Learning Outcome 1: Be able to create project plans for a specific purpose**

The first section of your project must start with information about the reasons and purpose of your intended research project on a topic related to a health, social care or early years setting.

You must:

- give a rationale for doing the project, making links to a specific purpose
- describe the objectives
- produce a project plan including timelines.

## Task 2: Researching and carrying out your project

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### **This task covers all of Learning Outcome 2: Know how to conduct research for projects and all of Learning Outcome 3: Be able to carry out projects**

You need to conduct research for and carry out your project.

You must produce the following evidence for your research:

- a bibliography of sources
- justification for the choice of the sources of information
- how you have checked the reliability of resources chosen.

Your project record must include:

- project plan showing progress and review
- records of the investigation
- a diary of progress
- whether the project objectives have been completed.

## Task 3: Reviewing your project

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### **This task covers all of Learning Outcome 4: Know how to review projects**

You now need to produce a review of your project.

Your review must:

- refer back to the objectives identifying what went well and what could be improved
- show an understanding of the process gone through to complete the project
- measure the project against its objectives
- describe the learning achieved as a result of completing the project.

# Information for Teachers

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Unit R030: Research – a project approach

# 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](http://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 – 2.5 hours to complete task 1, 5 - 6 hours to complete task 2 and 1.5 – 2 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, e.g. 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 project plan, record and review.

### 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 project title may be contextualised or amended to suit local needs.
- 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, 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

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

The tasks have been designed to enable learners to develop their planning, research and analytical skills by undertaking a project in the context of a health, social care or early years setting. This is an opportunity to extend the learning already achieved as result of studying this course or could be a study of a completely new area of health, social care or early years which supports the learner's personal aspirations or interest.

## Specific guidance on the tasks:

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The output of the project could be a report or a presentation for example. Whatever form the project output takes, the learner must also produce a project record for assessment.

Learners need to select an appropriate topic for their project. They may need guidance to ensure the topic is realistic and manageable in the time available to them. If the project is based on a real care setting confidentiality must be maintained. Suggested titles are given below. If a candidate chooses a different title to those listed they should discuss it with their tutor to confirm its suitability and that it will give access to the full range of marking criteria.

The project record will be better if it is clear, organised and presented in a structured format and learners should be guided on how to achieve this. It can be helpful for learners if they are provided with pro-formas to assist in the planning process to ensure there are no omissions. For example they could be given a project proposal form to complete, they could be encouraged to produce a timeline for planning the project and to use a project log book to record progress.

When reviewing their project it can be helpful for learners if they consider the following:

- the actual project outcome and the anticipated outcome
- the actual process of completing the project and the planned process
- the actual project timescale compared to the planned timescale.

Learners will need guidance on how to safely and ethically find information in different ways and from a variety of sources, both primary and secondary. They need to know how to accurately reference quotations in their work. A bibliography sheet could be provided to help learners record the sources used.

## Suggested Project Titles

1.

The NHS / Private/third sector offer a variety of services for individuals.

Plan and carry out a project to investigate the services available for an individual of your choice who has a disorder.

How do the services available affect the individual's quality of life?

2.

Individuals may have a variety of birth/non-birth defects.

Plan and carry out a project to investigate how the birth/non-birth defect affects the individual.

How has this affected their progress through the life stages?

3.

The mistreatment of vulnerable individuals in care settings has a negative effect on the quality of life of individuals.

Plan and carry out a project to investigate how settings can ensure the rights of individuals are maintained.

How can legislation and organisational policies help to protect vulnerable individuals within care settings?

4.

There are many charities within the UK that provide resources for activities within communities in third world countries.

Plan and carry out a project to investigate what types of activities could be provided by UK charities to communities in third world countries.

How would these activities impact on individuals in the community?

5.

There is a growing percentage of families living in poverty in the UK.

Plan and carry out a project to investigate the support available in your local area for people affected by poverty today.

How does the support available affect the development of these individuals?

6.

Society's attitude towards children's welfare has changed dramatically since the 1900's.

Plan and carry out a project to investigate how attitudes and legislation have changed since the 1900s.

How have legislation and changes in attitude helped to protect children?

7.

Obesity is a growing health concern in the UK.

Plan and carry out a project to investigate the Government's plans to reduce obesity rates in the UK.

What is the impact of these Government initiatives?

8.

An individual's diet can vary due to the country they live in, their cultural background and access to food.

Plan and carry out a project to investigate the reasons for the differences in diet considering culture, religion, climate and access to food.

How do these differences affect the individual's health?

9.

The London 2012 Paralympics were the largest Paralympics ever and a great success for British athletes.

Plan and carry out a project to investigate the sports facilities and support available locally for individuals with disabilities.

How have these enabled individuals to reach their sporting potential?

10.

A significant number of deaths could be prevented if more people had basic first aid knowledge.

Plan and carry out a project to investigate how peoples' first aid knowledge is being improved.

What is being done in your area to improve first aid knowledge?

# 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.

<b>Task number</b>	<b>What learners need to produce (evidence)</b>	<b>Format of evidence (this list is not exhaustive)</b>
Task 1	<ul style="list-style-type: none"> <li>• A rationale for the project</li> <li>• Objectives</li> <li>• A project plan including timescales</li> </ul>	Planning documents eg. <ul style="list-style-type: none"> <li>• Project proposal form</li> <li>• Planning flow chart or timeline</li> <li>• Project log book</li> </ul>
Task 2	<ul style="list-style-type: none"> <li>• Evidence of research</li> <li>• Project record</li> </ul>	<ul style="list-style-type: none"> <li>• Bibliography of information sources</li> <li>• Witness statements</li> <li>• Questionnaires</li> <li>• Video diary</li> <li>• Blog</li> <li>• Referencing used in the work</li> <li>• Report</li> <li>• Presentation slides and notes</li> </ul>
Task 3	<ul style="list-style-type: none"> <li>• Review of the project</li> </ul>	<ul style="list-style-type: none"> <li>• A written review/report</li> <li>• Presentation slides</li> <li>• Written analysis</li> </ul>