

Model Assignment

Issued September 2010

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

Unit 1: Understanding the learning and development of 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 D/601/3285
- 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 1: Understanding the learning and development of children and young people

Model Assignment brief for the learner:

Exploring learning and development

A selection of job roles available in the children and young people's sector:

SENCO	Nursery manager	Play Leader
	Secondary Teacher	Youth Worker
Nanny	Education Welfare staff	
Nursery Nurse	Play worker	Nursery Teacher
Teaching Assistant		Children's Social Worker
	Primary teacher	Educational Psychologist
HLTA	Children's Centre Manager	
Early Years Practitioner	Playgroup Leader	Play Scheme Assistant

Brief:

A thorough awareness of learning and development, and how services can support and promote learning and development, is essential for anyone interested in working with children and young people.

As someone who is interested in working in the children and young people's sector you need to develop your knowledge and understanding of the pattern of learning and development from birth to 18 years. To help achieve this you are to create three case studies that you will use to explore the learning and development of children and young people. The case studies could be based on real people, though confidentiality must be maintained. Alternatively you could base them on TV soap characters, or imaginary people.

You will also use your case studies to explore:

- factors that influence children and young people's learning and development
- how and why children and young people's learning and development may differ from expected patterns and how this is assessed and measured

You will visit an early years or young people's setting to investigate:

- the services and activities which support and promote children and young people's development
- the range of difficult and challenging behaviour that children and young people can display and how to address it
- how to develop and maintain positive relationships with children, young people, carers and colleagues

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

Tasks

Task 1: Learning and development

Assessment criteria 1.1, 1.2, 1.3 and 1.4

Your task is to:

Create three case studies, one should be of a three year old, one of an eleven year old and the third should be of an eighteen year old. Use them to explore the expected pattern of learning and development from birth to eighteen years.

You will need to:

- write the three case studies, explaining the expected pattern of learning and development for each life stage:
 1. Birth to 3 years
 2. 6 to 11 years
 3. 12 to 18 years
- explain the difference between sequence of development and rate of development
- analyse the difference between learning and development and explain how these are interdependent
- compare the approaches taken to learning and development taken by two major theoretical perspectives

Your evidence must include:

- Three case studies
- Written explanation and analysis of learning and development
- Written comparison of two theoretical approaches.

Task 2: Influencing factors

Assessment criteria 2.1, 2.2 and 2.3

Your task is to:

Use your case studies to examine the factors that influence children's learning and development.

You will need to:

Use the case studies for examples to:

- explain how children and young people's learning and development is holistic and is influenced by a range of key factors
- analyse how the behaviour of adults can affect children and young people's learning and development
- explain, using examples, how theoretical perspectives influence current family and professional approaches to promoting learning and development

Your evidence must include:

A series of examples based on the Task One case studies.

Task 3: Measuring and assessing

Assessment criteria 3.1, 3.2, 3.3 and 3.4

Your task is to:

Develop understanding of the importance of measuring, monitoring and assessing learning and development; the different methods used and to explain the reasons why learning and development may not follow the expected pattern.

You will need to:

Use your case study individuals to give examples that:

- explain why it is important to measure, monitor and assess learning and development using information from different sources
- describe the different methods used to measure, monitor and assess learning and development
- compare different types of pro forma used to record structured and unstructured observations of children and young people and how these are commonly used
- explain the reasons why children and young people's learning or development may not follow the expected pattern

Your evidence must include:

- Explanations and descriptions demonstrating the use of different information sources
- Comparison of different types of proformas used for recording structured and unstructured observations

Task 4: Services and interventions

Assessment criteria 4.1, 4.2, 4.3 and 4.4

Your task is to:

For each of your case study individuals, suggest the services and interventions that could be involved in providing support for them.

For each individual you will need to:

- Identify services involved in providing support
- Explain how and in what circumstances referrals are made to different services
- Evaluate different types of interventions for children or young people needing additional support
- Explain the importance of information sharing and multi agency support in promoting positive learning or development outcomes for children and young people

Your evidence must include:

For three individual children or young people: An explanation and evaluation of the services and interventions available

Task 5: Promoting learning and development

Assessment criteria 5.1 and 5.2**Your task is to:**

Find out about the key features of an environment that positively promotes the development of children or young people and to compare different types of activity used to support the learning and development of one age group of children and young people.

You will need to:

Choose a children or young person's learning environment:

- explain the key features that promote learning and development
- compare different types of activity to support the learning and development of one age group of children or young people

Your evidence must include:

- An explanation of the key features of a chosen environment
- A comparison of different types of activity

Task 6: Understanding challenging behaviour

Assessment criteria 6.1 and 6.2**Your task is to:**

In any job role in the children and young person's sector there will be times when you have to deal with challenging behaviour. It is important to develop an understanding of the reasons for this behaviour and the ways practitioners deal with it.

You will need to:

Carry out research, in your chosen early years or young people's setting, to find out about range of difficult and challenging behaviour that children and young people can display and how to address it. This research could involve interviews with practitioners and observations. This should enable you to:

- Explain the possible reasons why children and young people may display difficult and challenging behaviour in your chosen setting
- Evaluate different approaches taken by practitioners in your chosen setting when dealing with difficult or challenging behaviour

Your evidence must include:

- explanation of reasons for,
and
- evaluation of approaches used to deal with, difficult and challenging behaviour in the chosen

setting.

Task 7: Positive relationships

Assessment criteria 7.1, 7.2 and 7.3

Your task is to:

Practitioners working in the children's and young people's sector need to know how to develop and maintain positive relationships with children, young people, parents, carers and colleagues. Carry out research in your chosen setting to find out how this is achieved.

You will need to:

- explain the key principles of developing and maintaining positive relationships relevant to your chosen setting
- explain the reasons for appropriate confidentiality when information sharing with colleagues and other agencies and when confidentiality is not appropriate in your chosen setting
- analyse the key influences underpinning positive relationships with children, young people, parents, carers and colleagues in your chosen setting

Your evidence must include:

- explanation of the principles of developing and maintaining positive relationships
- reasons for appropriate confidentiality
- key influences underpinning positive relationships

Model Assignment: Teacher Information

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

Unit 1: Understanding the learning and development of 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 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:

- Taking part in a placement
- Interviewing early years practitioners
- 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:

- 1½ to 2 hours – Task 1 – learning and development
- 1½ to 2 hours – Task 2 – Influencing factors
- 1 to 2 hours – Task 3 – Measuring and assessing
- 1 to 2 hours – Task 4 – Services and interventions
- 1½ to 2½ hours – Task 5 – Promoting learning and development
- 1½ to 2½ hours – Task 6 – Understanding challenging behaviour
- 1½ to 2½ hours – Task 7 – Positive relationships

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:

- This assignment would benefit from a work placement enabling learners to experience real events and work alongside professionals in an early year's or young people's context. Learners should be encouraged to use as much of the resources available from a workplace setting to support their evidence for this unit.
- The use of case studies and discussions within class may be useful for learners to explore theories of development and learning.
- Information could be collected on the roles of relevant practitioners through visits, interviews, books, websites and TV clips etc to ensure learners understand early years practitioner's role in relation to supporting children's learning and development.
- When writing their case studies for use with tasks 1, 2, 3 and 4, learners should be advised to ensure they develop an individual that enables them to address the tasks fully. For example ensuring that intervention with the individual will be needed for task 4.
- For tasks 5, 6 and 7 experience in a placement or interviews with practitioners will enable learners to gather information about professional practice. Direct observations of learning environments and positive relationships in action would provide excellent first hand knowledge for students to apply in their coursework tasks.
- 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 Learning and development	<ul style="list-style-type: none"> • Three case studies • Written explanation and analysis of learning and development • Written comparison of two theoretical approaches 	<ul style="list-style-type: none"> • written notes • powerpoint presentation • written explanations, analysis, comparison 	<ul style="list-style-type: none"> • AC1.1 • AC1.2 • AC1.3 • AC1.4
Task 2 Influencing factors	<ul style="list-style-type: none"> • A series of examples based on the task one case studies 	<ul style="list-style-type: none"> • written examples/notes • factsheets • written explanations, analysis 	<ul style="list-style-type: none"> • AC2.1 • AC2.2 • AC2.3
Task 3 Measuring and assessing	<ul style="list-style-type: none"> • Explanations and descriptions demonstrating the use of different information sources • Comparison of different types of proformas used for recording structured and unstructured observations 	<ul style="list-style-type: none"> • Bibliography • Interview records • questionnaires • written explanations, descriptions and comparisons • examples of completed proformas 	<ul style="list-style-type: none"> • AC3.1 • AC3.2 • AC3.3 • AC3.4
Task 4 Services and interventions	For three individual children or young people: <ul style="list-style-type: none"> • An explanation and evaluation of the services and interventions available 	<ul style="list-style-type: none"> • written explanations • written evaluations 	<ul style="list-style-type: none"> • AC4.1 • AC4.2 • AC4.3 • AC4.4

Task title	Evidence prescribed for activity	Format of evidence could include (this list is not exhaustive)	AC coverage
Task 5 Promoting learning and development	<ul style="list-style-type: none"> • An explanation of the key features of a chosen environment • A comparison of different types of activity 	<ul style="list-style-type: none"> • written explanation and comparison • observation records from visit to chosen setting 	<ul style="list-style-type: none"> • AC5.1 • AC5.2
Task 6 Understanding challenging behaviour	<ul style="list-style-type: none"> • explanation of reasons for and • evaluation of approaches used to deal with, difficult and challenging behaviour in the chosen setting. 	<ul style="list-style-type: none"> • interview records • observation records • written explanation and evaluation 	<ul style="list-style-type: none"> • AC6.1 • AC6.2
Task 7 Positive relationships	<ul style="list-style-type: none"> • explanation of the principles of developing and maintaining positive relationships • explanation of reasons for appropriate confidentiality • analysis of key influences underpinning positive relationships 	<ul style="list-style-type: none"> • written explanations • interview records • observation records 	<ul style="list-style-type: none"> • AC7.1 • AC7.2 • AC7.3